

PROGRAM of STUDIES

for

JUNIOR HIGH SCHOOLS



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CORE SUBJECTS

LANGUAGE ARTS

Objectives

To develop the ability to communicate with increasing maturity, logic and clarity in speech, writing, and in closely associated expressive arts.

To develop the ability to listen, view, speak, read and write with insight, discrimination and imagination for the end result of personal satisfaction and enjoyment.

To examine a variety of expressed thought with a view to understanding and responding to mankind's values, customs and traits, and consequently, developing a value system with which to make decisions and to live.

To encourage an appreciation of the impact of changes in style, media, and social influences upon the developing English language.

Note: For an expansion of the foregoing objectives and identification of related skills, refer to the *Secondary Language Arts Handbook*.

LANGUAGE

Program Outline

Grade VII — 1. Writing Skills.

- (a) Single and multiple paragraph composition and reports.
- (b) Summaries and note-taking.
- (c) Friendly letters.
- (d) Spelling.
- (e) Vocabulary development.
- (f) Handwriting.
- (g) Punctuation.

2. Speaking and Listening Skills.

3. Reading Skills.

4. Grammar.

Grade VIII— 1. Writing Skills.

- (a) Single paragraphs with stress on expository, descriptive, and narrative writing.
- (b) Reports.
- (c) Outlines.
- (d) Social and courtesy letters.
- (e) Spelling.
- (f) Vocabulary development.
- (g) Handwriting.
- (h) Punctuation.

2. Speaking and Listening Skills.

3. Reading Skills.

4. Grammar.

Grade IX — 1. Writing Skills.

- (a) Single and multiparagraph reports, compositions, short stories, speeches, etc.
- (b) Summaries and outlines.
- (c) Business Letters.
- (d) Spelling.
- (e) Vocabulary development.
- (f) Handwriting.
- (g) Punctuation.

2. Speaking and Listening Skills.

3. Reading Skills.

4. Grammar.

Recommended Text Books

Grade VII — *Just English 1*: Chorny et al.

Patterns for Writing 1: Dashwood-Jones
and one of:

MacMillan Spelling Series, Book 7

Basic Goals in Spelling, Grade VII

Grade VIII— *Just English 2*: Chorny et al.

Patterns for Writing 2: Dashwood-Jones
and one of:

MacMillan Spelling Series, Book 8

Basic Goals in Spelling, Grade VIII

Grade IX — *Just English 3*: Chorny et al.

Patterns for Writing 3: Dashwood-Jones

LITERATURE

GRADE VII LITERATURE

Course Content

I. *Literary Forms and Versification*

Although Grade VII students should have an understanding of conventional forms of poetry such as narrative and lyric, emphasis on the details of such forms is to be avoided.

In the structure of poetry a sense of rhythm and the ability to identify the iambic pattern are considered to be sufficient. Only such figures of speech as the simile, the metaphor, and alliteration should be identified and understood by the Grade VII student.

The study of prose forms should be limited to the identification of folk tales, myths, legends, fables, and short stories without analysis of their characteristics.

II. *The Novel* (highly recommended)

RATIONALE

The junior high school student is a sensitive human being. Impressionable and emotional, he is at an age where events affect him deeply. Media subject him to a variety of adult experiences, with stimuli so varied and confusing as to leave him bewildered, and often falsely oriented as to the meaningful goals of life in our society. As a result, life, to many adolescents, is either too difficult or too simple, and in either case it is not real, but a distorted shadow of reality.

The novel, especially one which deals with the contemporary adolescent culture, is important in illuminating the present for young people, linking it with one of the basic motivations for reading in adolescence: the search for identity. At the junior high school level, a student's personal experiences are limited. Yet it is what he does and suffers and feels that molds his personality and in part determines his life style. The novel offers a student a variety of experiences which he may never actually encompass personally. Through identification with the characters in a novel, he can bring into clearer focus his self-image, maintaining at the same time, a detachment which allows him to take an objective view rarely possible in real life until long after events have taken place. Thus the novel provides many students with a chance "to try on" different roles which may help them to clarify their own.

Besides providing young people with significant developmental experiences, the study of the novel serves to broaden their literary education, resulting in a rewarding, lifetime habit of reading. Today, many junior high school students have the opportunity of reading more than they ever will again; they need a formal introduction to the novel and guidance in learning how to appreciate it.

OBJECTIVES

The main objectives in studying the novel at the junior high level are to provide students with opportunity for:

- a. enjoyment
- b. self-identification
- c. literary appreciation

See the *Secondary Language Arts Handbook*, Section D, "The Novel in the Junior High School" for annotated lists.

III. *Creative Writing*

Creative writing should be fostered in accordance with the interests and talents of the pupils.

Recommended Texts

Safaris I by Coutts and Chalmers

Poems for Boys and Girls by Morgan and Routley

Plays as Experience by Zachar

The Novel (Optional) - See Section D of the *Secondary Language Arts Handbook*.

Available from book outlets or by special order from the School Book Branch.

GRADE VIII LITERATURE

Course Content

I. *Literary Forms and Versification*

In general, the study of literature in Grade VIII should approximate that suggested for Grade VII, but it is expected that a higher level of understanding and knowledge will be achieved.

In the study of the structure of poetry, for example, the teacher should plan to extend the student's knowledge of poetic forms and terms so that he will be assured of a wide experience with the types of material suggested for Junior High School.

II. *The Novel* (highly recommended)

Refer to Grade VII Literature section for the rationale.

See the *Secondary Language Arts Handbook*, Section D, "The Novel in the Junior High School" for annotated lists.

III. *Creative Writing*.

Creative writing should be fostered in accordance with the interests and talents of the student.

Recommended Texts

Safaris II by Chalmers & Coutts

Poems for Boys and Girls by Morgan and Routley

Plays as Experience by Zachar

The Novel (Optional) - See Section D of the *Secondary Language Arts Handbook*.

Available from book outlets or by special order from the School Book Branch.

GRADE IX LITERATURE

Course Content

I. *Literary Forms and Versification*

By the end of Grade IX, a student should have a reasonable understanding of the following:

A. Poetry

1. Types
 - a. Narrative
 - i. ballad
 - ii. epic
 - b. Lyric
 - i. sonnet
 - ii. elegy
 - ii. elegy
 - iii. ode
 - iv. haiku
 - v. limerick
2. Stanza Forms
 - a. Couplet
 - b. Quatrain
 - c. Sestet
 - d. Octave
3. Figures of Speech
 - a. Simile
 - b. Metaphor
 - c. Personification
 - d. Hyperbole
4. Versification
 - a. Meter
 - i. Types of metrical feet
Iambic
Trochaic
 - ii. Length of lines
Monometer
Dimeter
Trimeter
Tetrameter
Pentameter
Hexameter
Heptameter

- b. Rhyme
 - i. Internal, end
 - ii. Masculine, feminine
 - iii. Blank verse, free verse

B. Prose

- 1. Types
 - a. Novel
 - b. Short story
 - c. Biography
 - d. Essay
 - e. Drama

The teacher is reminded that the treatment of literary forms and versification is not to be taught in isolation but in context during the general instruction of poetry.

II. *The Novel* (compulsory)

Refer to the Grade VII section for the rationale.

See the *Secondary Language Arts Handbook*, Section D, "The Novel in the Junior High School" for annotated lists.

III. *Creative Writing*

Creative writing should be fostered in accordance with the interests and talents of the pupils.

Recommended Texts

Safaris III by Chalmers and Coutts

Poems for Boys and Girls III by Morgan and Routley

Plays as Experience by Zachar

The Novel - See Section D of the *Secondary Language Arts Handbook*.

Available from book outlets or by special order from the School Book Branch.

READING

Refer to the *Secondary Reading Handbook (1969)* for assistance in developmental and corrective reading at the Junior High School level.

SOCIAL STUDIES

Rationale

Alberta's new social studies curriculum (Grades I-XII) is premised on the assumption that schools must help students in their quest for a clear, consistent and defensible system of values. Schools have long been concerned with the attitudinal development of their students; however, this concern has been more implicit than explicit. Now, as our society becomes more and more pluralistic, schools must assume the explicit responsibility of cooperating with the home, the church, and other social agencies in helping students find how to live and what to live for.

Free choice of values to live by

In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals), the new social studies invites free and open inquiry into the definition and application of individual and social values. Such inquiry will serve the humanistic¹ goals of education by offering students *experience in living* and not just *preparation for living*. By actively confronting value issues, students will come to know the ideas and feelings of themselves, their peers, and the adult generation; they will deal not only with the "what is" but also with the "what ought to be" and will have the opportunity to make this world a more desirable place in which to live.

Attending To Affective And Cognitive Objectives²

A. *The Valuing Process*

Priority on Valuing

Consistent with the above rationale, the objectives of the new social studies place high priority on the valuing process. The valuing process involves three basic skills.³ Students in the Alberta social studies should demonstrate that they are:

- Choosing —
1. Identifying all known alternatives
 2. Considering all known consequences of each alternative
 3. Choosing freely from among alternatives

¹ Humanistic education strives to develop the full human potential of each child. It is not inconsistent with the application of theistic goals.

² Please note that the objectives which follow are expressed in behavioral terms. They indicate the processes in which students should engage and, in a general way, identify the substantive content to which students' behavior should relate. In other words, the objectives include both processes and content.

³ Rath, Louis, et al., *Values and Teaching* (Columbus, Ohio: Charles E. Merrill & Co., 1966).

*Acting upon
values*

- Prizing — 4. Being happy with the choice
- 5. Affirming the choice, willingly and in public if necessary
- Acting — 6. Acting upon the choice
- 7. Repeating the action consistently in some pattern of life

*Affective and
cognitive
aspects of
valuing*

As students engage in the valuing process, the experience will involve both emotional reactions and intellectual understandings. It is essential to distinguish these affective and cognitive capacities and to direct educational effort along both dimensions.⁴

B. Affective Objectives

Affective objectives emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. To choose, prize and act consistently and effectively, students should demonstrate that they are:

- Aware of values, willing to take notice of values, and giving controlled or selected attention to values
- Responding to values with openness, willingness and satisfaction
- Accepting values, preferring values and committing themselves to values
- Conceptualizing their own values and organizing a value system
- Becoming characterized by a value or value complex⁵

*Internalizing
a value
complex*

The values referred to above should, at the awareness and response levels, include a wide range of individual and social values. Students eventually should accept, prefer, and commit themselves to certain of these values, while rejecting others. Finally, they should conceptualize their own values, organize a value system, and through their actions, become characterized by a particular value or value complex.

*Value issues
as content*

A powerful means of attaining these affective objectives is to have students confront real problems that involve conflicting values. Such problems may be referred to as value issues. Focusing upon value issues can enable students to clarify their own values and to recognize the value positions of others. Peer relation-

⁴ Scriven, Michael, "Student Values as Educational Objectives" (West Lafayette, Ind.: Social Science Education Consortium, 1966), p. 18.

⁵ Krathwohl, David, et al., *Taxonomy of Educational Objectives: Affective Domain* (New York: David McKay Co., Inc., 1964).

ships, family matters, work, politics, religion, money recreation, morality, culture, and other problem areas are fertile sources of value issues. The most potent of value issues will require students to examine their own behavior relative to:

1. The dignity of man
2. Freedom
3. Equality
4. Justice
5. Empathy
6. Loyalty
7. Other values

C. Cognitive Objectives

Cognitive objectives involve the solving of some intellectual task. The choosing, prizing and acting phases of the valuing process require that each student develop cognitive skills that will enable him to work with others in the solving of social problems. The cognitive skills which are exercised in problem solving are varied and complex. These skills may be summarized as follows.⁶ Students should be able to:

- Recall and recognize data which are pertinent to social problems
- Comprehend pertinent data (This skill includes the ability to translate, interpret and extrapolate from data.)
- Analyze pertinent data in order to identify elements, relationships and organizational principles
- Evaluate pertinent data in terms of internal and external criteria
- Synthesize pertinent data in order to create an original communication or propose a plan of action
- Apply pertinent data in the solving of social problems

The "data" referred to in the above objectives might be drawn from everything man knows, believes,

*Cognitive
skills
summarized*

⁶ Bloom, Benjamin, et al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956) and Sanders, Norris M., *Classroom Questions: What Kinds?* (New York: Harper and Row, 1967). Note that skills have been listed in an order more closely resembling the problem solving process. Bloom's *Taxonomy* lists skills according to difficulty; the order being recall, comprehension, application, analysis, synthesis, and evaluation.

and can do — both formally structured knowledge from the disciplines and informally structured knowledge from ordinary experience.⁷ Such data include:

*Categories of
knowledge
content*

- Knowledge of specific terminology and facts
- Knowledge of ways and means of dealing with social problems
- Knowledge of concepts, generalizations, theories and structures.⁸

Knowledge of specific terminology and facts should serve as a basis for dealing with social problems and understanding concepts, generalizations, theories and structures.

⁷ Johnson, Mauritz, *The Translation of Curriculum into Instruction* (Ithaca, N.Y.: Cornell University, 1968), P. 2.

⁸ Bloom, *op. cit.*, p. 62 ff.

Planning For The Attainment Of Multiple Objectives

The preceding statements of objectives offer only a general indication of the processes and content of learning opportunities in the social studies. *More detailed planning of learning opportunities is the responsibility of each teacher and class.* All learning opportunities must be consistent with the objectives outlined above, whether the learning opportunity arises from the structured scope and sequence or in connection with a problem of current interest.

A. Structured Scope and Sequence

*Two-thirds time
on structured
scope and
sequence*

Approximately two-thirds of social studies class time will be spent inquiring into themes, value issues and concepts which fall within a scope and sequence specified by the Department of Education. This scope and sequence is very general, thus permitting teachers and students to select learning opportunities according to their own needs and interests. Topics and themes for each grade are indicated below:

Kindergarten — All About Me

Grade I — Families

- Analysis of family living through case studies of, *for example*, a contemporary family, a family of long ago, an Afro-Asian family, and other families

Grade II — Neighbours

- Analysis of interactions which occur among, *for example*, the local neighbours, rural and urban neighbours, neighbours in other cultures

Grade III — Comparing People's Communities

- Comparison and contrast of community life in *for example*, a modern-day Indian or Eskimo community and a North-American megalopolis; a village in Africa or Asia, and a community in the Pacific, or tropical South America; a Mennonite or Hutterite community and other communities which lend themselves to comparison and contrast

Grade IV — People in Alberta

- Historical, economic, sociological and/or geographic analysis of Alberta's people, including comparison and contrast with other world areas that have similar historical, geographical and/or economic bases, *for example*, Australia, Argentina, U.S.S.R., Middle East oil producers, Western U.S.A. and other areas

Grade V — People in Canada

- Sample studies to analyze historical and/or contemporary life in Canadian regions, *for example*, people in an Atlantic fishing port, people in a French-Canadian mining town or farm community, people in a St. Lawrence Seaway port, people in an Ontario manufacturing center, people in a Prairie farm or oil town, people in a British Columbia fruit or forestry industry, people in a Western distribution center, people in a coastal city, people in a Northern mining town, and other sample studies

Grade VI — Historical Roots of Man

- Anthropological analysis and social history of early civilizations in, *for example*, The Mediterranean area, (e.g., Egypt, Greece, Rome), The Far East, (e.g., India, China), The Americas, (e.g., Incas, Mayans, Aztecs, North American Indian), and Africa, (e.g., Numidians Nubians, or other tribes).

Grade VII — Man, Technology and Culture in Pre-Industrial Societies

- Conceptual understanding of *Man, Technology* and *Culture* through case studies of primitive, pre-industrial societies to be selected by teachers and students

Grade VIII — Man, Technology and Culture in Afro-Asian Societies

- Depth studies of societies selected from Africa, Asia (excluding the U.S.S.R.), the Middle East and Pacific Islands

Grade IX — Man, Technology and Culture in Western Societies

- Depth studies of societies selected from the Americas (excluding Canada), Europe, all of U.S.S.R., Australia and New Zealand

Grade X — Canadian Studies

- Historical, economic, sociological, political problems facing Canada

Grade XI — World Problems and Issues

- Tradition versus Change
- Population and Production

Grade XII — World Problems and Issues

- Political and Economic Systems
- Conflict and Cooperation

One-third time unstructured

B. Problems of Current Interest

Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers. The Department of Education does not intend to structure the use of this one-third time. Problems which meet the criteria which follow may arise as extensions of the main themes and value issues for each grade. They may relate to problems of individual students, the school, the community, or the world, and may concern the past, the present and/or the future. A given problem may be studied by the whole class, by a group, or by individual students. It is important that a record be kept of the problems studied by each student throughout his or her school career.

Joint Planning

Students and teachers should jointly plan the use of the one-third time. *Generally speaking, the teacher should view the one-third time as an opportunity for students to develop independence and responsibility.* The amount of teacher leadership required in the planning and use of the one-third time will vary according to the ability, experience, and maturity of the class. The teacher's influence should be exerted in a manner and to a degree consistent with this objective.

Distribution of time

The one-third time may be distributed over the school year (or semester) in any way that students and teachers see fit. Three of the many possible alternatives are:

1. One time block, accounting for one-third of total class time, taken at any point during the year
2. Two- or three-week "units" of time, accounting for one-third of total class time, taken at various points during the year
3. Propitious occasions, accounting for one-third of total class time, taken at opportune times during the year.

C. Criteria for Selecting Learning Opportunities

In selecting the processes and content for day-to-day experiences in the social studies curriculum — *whether for the two-thirds time broadly structured by the Department of Education or for the one-third time devoted to problems of current interest* — teachers and students should attend to the following criteria:

Futurity

1. Does the experience have futurity? That is, can it contribute to the attainment of affective and cognitive objectives?
 - a) Does it involve a pertinent *value issue*?
 - b) Can it contribute to the development of *social and/or inquiry skills*?

- c) Does it provide for growth in students' understanding of *concepts*?
 - d) Does the experience fit as part of a sequence which will lead to a *pride in Canada* tempered with a *world view* and an understanding of significant *social problems*?
- Relevance* 2. Is the experience *relevant* to the needs and interests of students?
- Materials* 3. Are *data and materials* available and/or can students gain experience through gathering primary data?
- Overlap* 4. Does the experience *avoid* the disadvantageous *overlap* and repetition of experiences in earlier or later grades?

GRADE VII SOCIAL STUDIES

Man, Culture And Technology In Pre-Industrial Societies

The following course outline is based on the themes *MAN*, *CULTURE*, and *TECHNOLOGY*. Value issues relating to each theme are outlined below. It is intended that this study should provide the basic skills and conceptual understandings needed for the in-depth studies of *MAN*, *CULTURE*, and *TECHNOLOGY* at the Grade VIII and IX levels.

Each value issue should be studied in the context of a primitive or pre-industrial society selected by the teacher and students. The society selected for study should serve to illustrate the concepts *MAN*, *CULTURE*, and *TECHNOLOGY* in concrete, simple and specific forms. Up to one-third of the time may be devoted to the study of problems of current interest to students and teachers.

A. Theme: What is Man?

- Value Issues:
- 1. What is human about human beings?
 - 2. Should each man strive to be a unique individual?
 - 3. Should man strengthen his group identities?

B. Theme: What is Culture?

- Value Issues:
- 1. How can cultures best solve their basic problems?
 - 2. Why are cultures unique, yet similar?
 - 3. To what extent should cultures incorporate change?

C. Theme: What is Technology?

- Value Issues:
- 1. To what extent has technological change benefited pre-industrial societies?
 - 2. Should a pre-industrial society do what is technically possible whether or not it is socially desirable?

GRADE VIII SOCIAL STUDIES

Man, Technology, And Culture In Afro-Asian Societies

The following course outline is based on the themes *MAN*, *TECHNOLOGY*, and *CULTURE*. Value issues relating to each theme are outlined below. Each value issue should be studied in the context of an Afro-Asian society to be selected by the teacher and students. For purposes of this course, "Afro-Asian" societies include Asia (excluding the U.S.S.R.), Africa, the Middle East and the Pacific Islands.

Up to one-third of the time may be devoted to the study of problems of current interest to students and teacher.

A. Theme: Afro-Asian Man

Value Issue: Should individual worth be maximized in an Afro-Asian society?

B. Theme: Afro-Asian Technology

Value Issue: Should Afro-Asian societies change the methods by which resources are utilized?

C. Theme: Afro-Asian Culture

Value Issue: Should social and cultural change in an Afro-Asian society be viewed as necessary and desirable?

D. Theme: Afro-Asian Society and International Relations

Value Issue: Should an Afro-Asian society pursue a policy of non-alignment?

GRADE IX SOCIAL STUDIES

Man, Technology, And Culture In Western Societies

Preamble

The following themes are to be studied within the context of Western Societies. One-third time may be devoted to the study of problems that are of current interest to students and teachers.

Theme I: MAN IN THE WESTERN WORLD

Major Problem:

How should the society under study resolve conflicts between individual freedom and group control?

A. Value Issue: Should the state assume responsibility for the welfare of the individual?

B. Value Issue: What institutions best ensure that human rights will be protected and to what extent should the individual sacrifice his rights for the benefit of society?

C. Value Issue: By what means and to what extent can the individual and the group influence decision-making?

Theme II: TECHNOLOGY IN THE WESTERN WORLD

Major Problem:

What institutions best ensure that human rights will be protected and to what extent should the individual sacrifice his rights for the benefit of society?

- A. Value Issue: To what extent should man use human and natural resources to improve his standard of living?
- B. Value Issue: How should man meet the challenge of change created by technology?
- C. Value Issue: To what extent should the wealth and technology of one nation be shared with other nations?

Theme III: CULTURE IN THE WESTERN WORLD

Major Problem:

How should individuals and social groups of differing political, economic, social and cultural convictions adjust so as to minimize conflicts within the Western World?

- A. Value Issue: Should men work toward a common culture or should differences be encouraged?
- B. Value Issue: Should one's efforts be directed toward material want or toward the development and preservation of aesthetic, moral and spiritual needs?
- C. Value Issue: How can the quality of urban life be improved?

SCIENCE

OBJECTIVES OF SECONDARY SCHOOL SCIENCE

The learning of science, as an area of human endeavor, should provide the student with a scientific literacy which enables him to assume an active and useful role as a citizen in a democratic society. It may be assumed that this literacy is best achieved by considering the individual needs of students and through independent study and learning.

Specifically, the following objectives must be achieved in the Secondary School Science:

1. To promote an understanding of the role that science has had in the development of societies:
 - a) history and philosophy of science as part of human history and philosophy
 - b) interaction of science and technology
 - c) effect of science on health, population growth and distribution, development of resources, communication and transportation, etc.
2. To promote an awareness of the humanistic implications of science:
 - a) moral and ethical problems in the use and misuse of science
 - b) science for leisure-time activities
3. To develop a critical understanding of those current social problems which have a significant scientific component in terms of their cause and/or their solution. The students might study such issues as:
 - a) depletion of natural resources
 - b) pollution of water and air
 - c) over-population
 - d) improper use of chemicals
 - e) science for the consumer
4. To promote understanding of and development of skill in the methods used by scientists:
 - a) processes in scientific inquiry such as observing, hypothesizing, classifying, experimenting and interpreting data
 - b) intellectual abilities such as intuition, rational thinking, creativity, and critical thinking
 - c) skills such as manipulation of materials, communication, solving problems in groups, and leadership
5. To promote assimilation of scientific knowledge:
 - a) emphasis on fundamental ideas
 - b) relevance of scientific knowledge through inclusion of practical applications
 - c) application of mathematics in science
 - d) interrelationships between the sciences
 - e) open-endedness of science and the tentativeness of scientific knowledge

6. To develop attitudes, interests, values, appreciations, and adjustments similar to those exhibited by scientists at work
7. To contribute to the development of vocational knowledge and skill:
 - a) science as a vocation
 - b) science as background to technical, professional and other vocations.

JUNIOR HIGH SCHOOL SCIENCE

General Objectives

The junior high school science program has four fundamental but inseparable objectives. A major objective is to develop student awareness of the humanistic and social implications of science. By emphasizing the development and use of inquiry-process skills as tools of investigation, the program is designed to enable the student to better understand and appreciate the true nature of science and to develop as an investigator and self-learner. To develop student attitudes that are in harmony with the spirit of scientific investigations is the third objective. The fourth objective is to have the student develop basic science concepts. A number of concepts, that is, abstract ideas generalized from particular experiences, are to be developed under each of the major concepts which provide a structure and framework for the program of studies for each of the grades. These major concepts are related to the following six conceptual schemes outlined for Elementary School Science:

1. When energy changes from one form to another, the total amount of energy remains unchanged.
2. When matter changes from one form to another, the total amount of matter remains unchanged.
3. Living things are interdependent with one another and with their environment.
4. A living thing is the product of its heredity and environment.
5. Living things are in constant change.
6. The universe and its component bodies, are constantly changing.

Expanded Statement of Objectives

A. *Development of Humanistic and Social Implications of Science*

Students should appreciate the increasingly important role science is playing in the development of our society. With each new discovery, the need for understanding the effects of science on our lives becomes greater.

Students should be given opportunities to recognize, understand, and evaluate the social and environmental consequences of science and technology in terms of present and future conditions. They should be made aware of the valuable contributions of science to improve man's well-being as well as the dangers that may result from the misuse of scientific knowledge.

The rapid depletion of natural resources in our environment, water and air pollution, overpopulation and improper use of chemicals are only a few of the many problems that involve moral as well as scientific considerations.

B. *Skills to be Developed in Science*

1. Process Skills

A key objective of the junior high school science program is to make the student an increasingly active and dynamic investigator of science — using the processes of the scientist. Through conscious, systematic development of these processes, the student becomes increasingly better equipped for more complex learning in the fields of science as well as in other areas of investigation.

The following processes are considered to be an essential part of the student's learning:

- a) Observing—using all the senses
- b) Classifying—grouping related objects or ideas
- c) Quantifying—using numbers and measurements
- d) Communicating—using such means as discussion, tabulation, graphing . . .
- e) Inferring
- f) Predicting
- g) Formulating hypotheses
- h) Defining terms
- i) Controlling variables
- j) Interpreting data and results
- k) Formulating models—verbal, pictorial, and concrete
- l) Experimenting—planning and designing an investigation
- m) Processing of data—organizing, representing graphically, treating mathematically
- n) Identifying problems
- o) Seeking further evidence
- p) Applying discovered knowledge.

2. Motor Skills

In order to develop manipulative skills, students in the junior high school science must have frequent opportunities for firsthand investigative experiences that involve the handling of materials and equipment.

C. *Attitudes to be Developed*

Much of the spirit and meaning of science is transmitted to students from the teacher. Some of the attitudes the teacher should endeavor to develop in students are:

1. Curiosity and interest
2. Intellectual honesty
3. Open-mindedness
4. Belief in cause-effect relationships
5. Suspended judgment when data is inadequate
6. A respect for accuracy and precision
7. Skepticism of statements which may be biased or based on inadequate information.

D. *Concepts to be Developed*

GRADE VII SCIENCE

Recommended Texts

Nuffield Foundation Text 1—*Introducing Living Things*, Text 2—*Life and Living Processes*, Longman Canada Ltd.

Thurber and Kilburn, *Exploring Life Science*, Allyn & Bacon (Macmillan Canada Ltd.)

Concepts

1. Many living organisms are distributed and occupy many environments. Plants and animals are adapted and distributed in relation to geographic and environmental factors.
2. Diverse plants and animals may be classified into groups which have definite characteristics.
3. All living things interact with and are interdependent with each other and their environment.
4. Cells are the unit of structure and function of most living things.
5. Living organisms carry on fundamental processes to sustain life.
6. The fundamental theories of heredity and evolution explain the continuity of life and the wide variations in organisms.
7. Man has changed and continues to change the environment and the distribution of organisms.

GRADE VIII SCIENCE

Recommended Texts

Secondary School Science Project: *Time, Space and Matter* (Princeton Project), McGraw-Hill.

Thurber and Kilburn, *Exploring Earth Science*, Allyn and Bacon.

Concepts

1. Water is the prime agent in various earth processes.
2. The motions of the earth's waters and its changes in physical state are in direct response to the changes in its energy content.
3. Convection currents are the result of the unequal distribution of solar energy.
4. The earth, like all other celestial objects, is in motion.
5. The earth's crust, and its component rocks and minerals, is continually changing in response to various internal and external physical forces and chemical actions.
6. Living organisms have contributed to the formation of the various components of the earth's crust.
7. Knowledge of the earth's motions, crust, and interior can be used as a model for comparison in studying the moon and other celestial bodies.

8. The Milky Way Galaxy, of which our solar system is a part, is one of a countless number of apparently similar galaxies composing the universe.
9. Various theories attempt to explain the origin of the solar system and the universe.

GRADE IX SCIENCE

Recommended Texts

Marean and Leadbetter, *Physical Science: A Laboratory Approach*, Addison-Wesley.

Thurber and Kilburn, *Exploring Physical Science*, Allyn and Bacon (Macmillan Canada Ltd.).

Concepts

1. Matter occupies space and has mass.
2. The forms and behavior of matter can be explained by the Kinetic Molecular Theory of Matter.
3. The many forms of energy can be transferred or converted from one form to another, but the total amount of energy remains constant.
4. Matter and energy are related and interchangeable.
5. Energy is responsible for bringing about physical and/or chemical changes in the forms and behavior of matter.

MATHEMATICS

Objectives

The objectives for junior high school mathematics courses are:

1. To develop an understanding of mathematical concepts and an appreciation of mathematical structure.
2. To develop skill in the use of the fundamental processes.
3. To develop systematic methods of analyzing problems and of presenting their solutions.
4. To develop habits of precise thought and expression.
5. To develop an understanding of the significance and application of mathematics in the modern world.

Junior High School Mathematics Course Outlines

The list of topics indicates the program of studies in junior high school mathematics. While the list has been distributed through three years of study, it is not necessary to follow the yearly sequence of topics indicated. If departures from the sequence are made, coordination in the school should ensure that the complete program has been offered by the end of the junior high school period.

GRADE VII MATHEMATICS

Recommended Texts

Hanwell et al. *Contemporary Mathematics 1*

Keedy et al. *Exploring Modern Mathematics, Book I*

Van Engen, et al. *Mathematics Concepts and Applications, First Course.*

Topics

A. Sets

1. An understanding of the concepts of set and subset
2. The ability to make appropriate use of set notation
3. Knowledge of and ability to perform the operations of union and intersection.

B. The Whole Number System

1. The position of whole numbers on the number line
2. Ability to perform operations on the whole numbers
3. Recognition and identification of the following properties of operations on the whole number system.
 - a) closure
 - b) commutative
 - c) associative
 - d) distributive

4. The properties of the identity elements
5. Conventions for the order of operations in simplification of expressions
6. Operations with number sentences containing variables—equalities and inequalities
7. Use of number sentences to solve problems.

C. *Factors and Multiples*

1. Understanding and application of the terms “factor” and “multiple”
2. Identification of prime and composite numbers, and use of these characteristics
3. Prime factorization of composite numbers
4. Identification of common factors and common multiples of composite numbers
5. Calculation of GCF and LCM of numbers.

D. *Fractional Numbers*

1. Understanding fractional or rational numbers of arithmetic
2. The position and order of fractional numbers on the number line
3. The ability to perform operations accurately on fractional numbers
4. Recognition and identification of properties of operations on the fractional number system
5. Decimal numeral representation of fractional numbers, and the expansion of the decimal numeration system
6. Computations using decimal numerals
7. Transformation of fractional numbers into decimal numeral form; repeating and terminating decimals
8. Simplification of expressions and the solution of problems involving fractions.

E. *Rates, Ratio and Percent*

1. Development of the concepts, common and unique properties of ratio and rate
2. The meaning of percent
3. Transformation of percent into decimal and fractional equivalents
4. Solution of problems using and involving rates, ratio and percent.

F. *Geometry*

1. Development of the ability to recognize and identify the following elements of plane geometry, and extending knowledge of the interrelationships of these elements: point, line, plane, segment, ray, curve, closed curve, angle, triangle, other simple polygons, circle, interior and exterior regions.

GRADE VIII MATHEMATICS

Recommended Texts

Hanwell et al. *Contemporary Mathematics 2*

Keedy et al. *Exploring Modern Mathematics, Book II*

Van Engen, et al. *Mathematics Concepts and Applications, Second Course.*

Topics

A. Rational Numbers

1. An examination of integers as a subset of the rational numbers
2. The position and order of integers on the number line
3. Extending computational facility and understanding of the operations on integers
4. Extending knowledge of closure, associative, commutative, distributive, and identity properties of operations on integers
5. Extending the number system to positive and negative rational numbers
6. The position and order of the extended system on the number line
7. Operations $+$ $-$ \times \div in the rational number system
8. Number system properties in the rational number system
9. Investigation and understanding of the properties of zero
10. Reinforcement of computational skills with fractional numbers including decimal numerals
11. Development of the concept, notation and computational skills of exponents and related properties:
 - a) positive, negative, and zero integral powers
 - b) use of exponential notation in multiplication and division.

B. Conditions or Equations

1. Use of conditions or equations in the solution of problems involving equalities and inequalities
2. Use of graphs to determine the solutions to conditions or equations
3. The solution of problems involving conditions or equations

C. Geometry

1. The measure and comparison of segments using British and metric units
2. Measurement of angles
3. Categorization of the types of angles formed by the intersection of coplanar lines

4. The triangle, including classifications, similarity, perimeters, areas, and the unique property of the sum of the interior angles
5. The quadrilaterals, including classifications, perimeters and areas
6. Classification of polygons
7. Simple geometric constructions: bisectors of angles and segments, construction of parallels and perpendiculars, and construction of simple polygons
8. The circumference and area of circles
9. Applications of geometry to the solution of problems.

D. One of the following three topics:

Introduction to Real Numbers

1. Extension of the number system to include irrational numbers
2. Properties of the operations on the real numbers: closure, commutative, etc.
3. Additional properties of the number system: order, completeness, density
4. An introduction to graphing on the real plane
5. Solution of problems involving conditions or equations with real numbers

OR

Introduction to Polynomials in One Variable

1. Introduction to polynomials
2. Addition, subtraction and multiplication of polynomials.

OR

Extension of Geometry

1. The characteristics of congruent and similar triangles
2. The Pythagorean Theorem and its applications
3. Categorization, surface areas and volumes of prisms, cylinders, cones, pyramids and spheres
4. Solution of practical problems in geometry

GRADE IX MATHEMATICS

Recommended Texts

Hanwell et al. *Contemporary Mathematics 3*

Keedy et al. *Exploring Modern Mathematics*, Book III

Devlin et al. *Elementary Algebra*. Gage Educational Publishing Company, 1972

Armour, C. *Geometry*. Gage Educational Publishing Company, 1974.

NOTE: The specific topics remaining for presentation in the third year of junior high school will depend upon the option elected for Unit D in the Grade VIII year. Those options not taught in Grade VIII should be included in the Grade IX program.

Topics

A. *Extension of Real Numbers*

1. Introduction to real numbers (see Grade VIII program, Section D-1)
2. Calculating and graphing solutions to problems involving conditions or equations
3. Solution of problems involving real numbers.

B. *Extension of Polynomials*

1. Introduction to polynomials (see Grade VIII program, Section D-2)
2. Factoring of polynomials:
 - a) common factor
 - b) difference of squares
 - c) trinomials that are perfect squares
 - d) trinomials that are the products of binomials
3. Division of polynomials, extension of rational expressions
4. Addition, subtraction, multiplication and division of rational expressions
5. An awareness of absolute value of an expression
6. Solution of problems involving linear conditions.

C. *Extension of Geometry*

1. (See Grade VIII program, Section D-3)

D. *Variation*

1. A study of direct and inverse variation
2. The expression of linear and parabolic expressions in graphic form
3. Common formulae in applied business and science
4. The solution of problems involving applications of variation and formulae.

HEALTH

INTRODUCTION

Purpose

The school health program has evolved because of the concern that a community has for the health of its children. The purpose of the program is many sided. It includes the total activity which is planned, organized and developed to prepare boys and girls for healthful living. A sound health program consists of instructions, counselling and guidance which through a variety of activities seeks to protect and improve the children's health.

The subject matter of health is important but not in the sense of memorizing the types of muscles in the body, the various kinds of communicable diseases and the values of cleanliness. These facts assume importance only as children incorporate them to their habits and attitudes while adjusting to their environment. The study of health should help boys and girls come to know health principles which they can apply in daily living. There are many skills involved in this approach to the study of health; reading for information, writing to make records, identifying problems, planning together, and evaluation. It implies that teachers should do less telling and more guiding in developing the desirable habits and attitudes in pupils relative to personal, community and national health.

Objectives

Schools seek to provide an educational environment in which the pupil may attain complete development as an individual. The health program contributes toward achieving all of the objectives of education. However, this program makes its greatest contribution to the achievement of physical and mental fitness. Every pupil, to the limit of his nature, needs and capacity, should have the opportunity to develop and maintain good physical and mental health.

Basic Understandings:

An understanding of the nature of the human being—physical, mental, emotional, and social—is basic to successful application of the principles of healthful living.

Good health is a state of complete mental, physical, social and spiritual well-being as well as the absence of disease and infirmity.

Physical and mental health are closely related.

The state of an individual's health, physical and emotional, should be considered in the choice of a vocation for it is a factor in success.

Keeping oneself in good physical and mental health helps one meet more successfully the problems encountered in everyday living.

The principles of good mental hygiene act as guides to the development of desirable personality traits.

Growth and development—physical, mental, emotional, spiritual and social—are continuing processes throughout the life of the individual.

Both are influenced by diet, exercise, rest, relaxation, recreation, and freedom from sickness and accident.

Practices of wholesome and unwholesome living have certain physical and psychological effects upon the human being.

Evaluation in Health Education

The following are some of the purposes which may be served by planning for continuous evaluation of your success in achieving the objectives of the health education program:

1. To develop the pupil's ability to evaluate his achievement in terms of growth, skills, social relationships and to learn about abilities in order that he may become increasingly self-directive and self-confident.
2. To ascertain and appraise pupil health status, interests, needs, attitudes, opinions and practices.
3. To appraise individual pupil and group achievement and understanding in the classroom.
4. To stimulate pupil interest and motivate learning.
5. To help each student to understand his strength and weaknesses.
6. To appraise and judge what has been accomplished on the basis of proposed objectives and outcomes.
7. To locate areas of individual pupil and group instructional needs, e.g., physiology, personal hygiene, community health and nutrition.

Numerous devices are available to accomplish the above purposes. They include teacher-prepared tests and examinations, standardized tests, observations of the pupil in practical situations in and around the school, hypothetical practical situations for testing understandings of health and the ability to apply it wisely. Group discussions are sometimes an effective technique in evaluating group progress.

It is important that health knowledge must be provided in desirable quantity and quality and that the facts and understandings be evaluated. Without this, desirable health behavior is not to be expected.

Recommended Texts

Grade VII —*Health For Young Canadians*—Hastie, Simonson, Doherty

Grade VIII —*Health and Fitness For Canadian Youth*—Hastie, Simonson, Doherty

Grade IX —*Fitness For Living*—Frache (Macmillan Co.)

SCOPE AND SEQUENCE

CONTENT

GRADE VII

Unit I Looking Ahead:

- A. Growth
- B. Variations in Growth and Development
- C. Fitness
- D. To Smoke or Not to Smoke

Unit II Safety at Home:

- A. Cause of Accidents
- B. Safety to and from School

Unit III You from the Outside:

- A. Posture—A Telling Sign
- B. Skin and Complexion
- C. Teeth
- D. Grooming

Unit IV Looking Outside—The Eyes and the Ears:

- A. The Organ of Sight
- B. The Organ of Hearing

Unit V Your Framework and Power Plant:

- A. Your Body's Framework
- B. An Efficient Power Plant

GRADE VIII

Unit I Understanding Growth:

- A. How Your Body Grows
- B. Variations in Growth
- C. Factors Affecting Growth
- D. Acceptance of Growth and Its Related Problems

Unit II Safety at Work and Play:

- A. Safety at School
- B. You Play Safely
- C. Safety in Sports

Unit III Nourishing Your Growing Body:

- A. Maintaining Body Needs
- B. Measurement of Food

- C. Food Substances
- D. Food Preparation and Preservation
- E. Deficiency Diseases
- F. The Current Nutritional Picture

Unit IV Body Machines for Utilizing Foods:

- A. The Food Refinery
- B. Digestive Disorders
- C. Excretion
- D. Detecting Disorders

Unit V Progress Against Diseases:

- A. Development of Health Knowledge
- B. Diseases of the Past
- C. Diseases of the Present and Future
- D. A Challenge for You (New Drugs)

GRADE IX

Unit I Respiratory System:

- A. Man's Air Conditioner
- B. Mechanics of Breathing
- C. Diseases and Disorders

Unit II The Circulatory System:

- A. History
- B. Structure
- C. Function
- D. Some Factors Affecting the Circulatory System
- E. Diseases and Disorders
- F. First Aid
- G. Medical Advances

Unit III The Nervous System:

- A. Man's Marvellous Control System
- B. Diseases and Disorders

Unit IV The Endocrine System—A Regulator:

- A. Structure and Location
- B. Functions of the Glands
- C. Diseases and Disorders

Unit V Safety on Wheels:

- A. Safety on the Highway
- B. Safety in Swimming

Unit VI Group Action for Health:

- A. The Role of the Community
- B. Health Services in Your Community
- C. Other Health Services
- D. The Role of the Individual in Community Health

PHYSICAL EDUCATION

Physical education is concerned with the development of the whole individual. As well as contributing to the mental, social and emotional well-being of youth, a claim all subjects make, physical education has its unique contribution in developing physical fitness and motor skills in recreational activities which can carry over into adult life.

Every physical education program must motivate the student to engage in activities which develop physical fitness as well as those that are recreational in nature. The program must be challenging and also allow for personal achievement at the various levels of participation. Individual differences, needs and desires must be taken into account in order to provide enjoyment and self-satisfaction.

Objectives of Physical Education

1. The development of a strong body and soundly functioning body systems.
2. The development of recreational and utilitarian skills.
3. The development of a wholesome interest in physical activities for wise and constructive use of leisure time.
4. The development of desirable standards of behavior and the ability to get along well with other people.

PROGRAM ORGANIZATION

There are many activities from which a physical education program may be chosen. In order to insure that a well-balanced program is carried out, however, three principles have been established.

First, the program from Grade VII through Grade X is sequential and there should be a continuous progression in skills from basic to complex. The student should also experience a variety of activities. Therefore the program should be carefully planned with this end in view. It is particularly important that the program in Senior High School be planned with a knowledge of what the student's program has been in the Junior High School.

Second, six kinds of activities are considered to be of major importance in the physical education program. These are designated as core activities. Each of the six categories of activity either is in itself a core activity or includes core activities. The core activities are:

1. Outdoor—Flag Football, Ice Hockey, Softball, Soccer, Field Hockey
2. Indoor—Basketball, Volleyball
3. Dual and Individual—Badminton, Cross-Country Running, Handball, Skating, Track and Field, Wrestling (boys)
4. Rhythmics and Dance
5. Tumbling and Gymnastics
6. Aquatics

Applying the principles stated above, therefore, a sound physical education program for any one year will be organized as follows:

1. Two or more outdoor team games at least one of which must be a core activity
2. Two or more indoor team games at least one of which must be a core activity

3. Two or more individual or dual sports one of which must be a core activity
4. Tumbling and Gymnastics
5. Rhythmics and Dance
6. Aquatics

COURSE CONTENT

Note: In teaching the activities listed below the following areas will be covered: (1) History, (2) Terminology, (3) Rules and Officiating, (4) Selection and Care of Equipment, (5) Skills and Techniques, (6) Team play or games strategy (where applicable), (7) Lead Up Games and Game Variations, (8) Conditioning. Some of these areas will be incidentally taught while others will be taught directly.

Activities not included in the list may be taught with the approval of the superintendent of schools.

I. OUTDOOR TEAM GAMES

A. *Flag Football* (Core)

1. Skills and Techniques
 - a. Stance of linemen and backfield
 - b. Pulling of linemen
 - c. Blocking:—shoulder, brush, kickoff protection, pass protection
 - d. Passing and receiving:—throwing, catching, cutting, pass patterns, pass defence
 - e. Central exchanges:—the “T”, single wing, punting, field goals, leading
 - f. Kicking and receiving:—punting, field goals, receiving a punt or a kickoff.
2. Team Play
 - a. Offensive plays:—quick opening, off tackle, end run, reverse and double reverse, counter, pass plays
 - b. Defensive plays:—individual responsibilities, sideline defence, rushing, rotating, stunting, looping, floating.

B. *Ice Hockey* (Core)

1. Skills and Techniques
 - a. Skating:—starts, stops, backwards, forwards, turns, reverses
 - b. Shooting:—forehand, backhand, slap
 - c. Passing
 - d. Checking:—poke, shoulder, hip, fore, back, blocking shots
 - e. Goal tending.
2. Team Play

Power play, penalty killing, offensive and defensive positional play, plays initiated inside the blue line.

C. *Softball* (Core)

1. Skills and Techniques

- a. Throwing:—underhand, overhand, sidearm
- b. Fielding:—ground balls, fly balls
- c. Batting:—stance, saving, punting
- d. Base running
- e. Positional play:—catcher, pitcher, basemen, shortstop, outfielders.

2. Team Play

- a. At bat
- b. In the field

D. *Soccer* (Core)

Skills and Techniques

- a. Passing, receiving, dribbling, heading
- b. Trapping:—foot, shin, body
- c. Kicking (stationary and moving)—volleying, charging, tackling, throwing, goalkeeping

E. *Bordenball*

Skills and Techniques:—passing, shooting.

F. *Broomball*

Skills and Techniques:—basic skating skills, goal tending, use of broom.

G. *Curling*

Skills and Techniques

Delivery (in-turn, out-turn, weight), sweeping, skipping.

H. *English Rugby*

Skills and Techniques

- a. Running:—swerve, sidestep, change of pace, hand-off, selling
- b. Ball skills:—passing, punting, catching, drop kicking, place kicking, dribbling, falling the ball
- c. Fielding and tackling
- d. Scrum play:—set scrum, loose scrum, line out, wheeling, positional play
- e. Back play:—alignment, scrum half, break through, offensive kicking (short kick, grubber kick, cross kick), reverse play, scissors pass, blind side pass.

I. *Field Ball*

Passing, Shooting

J. *Field Hockey* (Core)

Skills and Techniques

- a. Passing, receiving, dribbling, fielding, tackling
- b. Individual defence, bully, corner, roll-in
- c. Goal tending.

K. *Speedball*

Skills and Techniques:—dribbling, passing, place and drop kicking, punting, pickups.

II. INDOOR TEAM GAMES

A. *Basketball* (Core)

1. Skills and Techniques

- a. Basic stance:—offence and defence
- b. Footwork:—running forward and backward, pivoting, one-two count
- c. Passing, pass-receiving:—two-hand chest, one-hand push, bounce, overhead, hook, baseball, underhand
- d. Shooting:—two-hand set, layup, hook, jump, running one hand, foul shooting
- e. Dribbling:—high, low.

2. Team Play

- a. Man to man and zone defences
- b. Screening, overloading, fast break.

B. *Volleyball* (Core)

1. Skills and Techniques

- a. Volleying:—position, back court volleying, setting, below the chest
- b. Serving:—underhand, overhand, assisted, arm and hand action
- c. Spiking:—approach, placing, back court spiking, arm and hand action
- d. Blocking:—the jump, recovering the ball off the net.

2. Team Play

- a. Offence:—1, 2, 3 (volley, set, spike), rotation of the setter, the fake spike
- b. Defence:—double team blocking, team movement for spikes and tips, team movement when there is no spike.

C. *Floor Hockey*

With the exception of skating, same skills as ice hockey.

D. *European Handball*

Skills and Techniques:—dribbling, shooting, passing, defensive fundamentals.

III. DUAL AND INDIVIDUAL SPORTS

A. *Badminton* (Core)

Skills and Techniques

- a. Serves
- b. Forehand and backhand
- c. Clear, drive, drop, smash, net, round the head
- d. Doubles systems of play.

B. *Cross Country Running* (Core)

Running style, conditioning, pacing, strategy.

C. *Handball* (Core)

Skills and Techniques:—serve, volley, half-volley, lob, killshots, back-wall and ceiling shots, doubles systems of play.

D. *Skating* (Core)

Skills and Techniques:—skating forward, backward; stops, turns, starts; figure 3, figure 8, spiral; elementary individual and pair routines.

E. *Track and Field* (Core)

Skills and Techniques

- a. Sprints:—starts, running stride, the finish
- b. Relays:—baton exchange, types of relay
- c. Middle distance:—running stride, hand, arm, leg and foot action, the finish
- d. Broad jump:—approach, take-off, the jump, landing
- e. High jump:—approach, take-off, kick (western, eastern, belly roll) landing
- f. Hurdles:—movement of leading and trailing leg, steps between hurdles, the start, approaching first hurdle, the finish
- g. Shot-put:—hand-hold, delivery, release, movement across the circle, recovery
- h. Discus:—hand-hold, initial stance, preliminary swings, delivery, movements across the circle, release, recovery
- i. Pole vault:—hand-hold, pole carry, approach, swing up, pull up, body form, landing
- j. Hop, step and jump:—approach, take-off, the hop-step-jump rhythm, landing.

F. *Wrestling* (Core)

Skills and Techniques

- a. Stance:—on the feet, on the mat, closed stance
- b. Breakdowns:—near arm and far ankle, head lever and far ankle, far arm and far ankle
- c. Riding the opponent
- d. Reverses and escapes:—defensive positions on the mat, wing lock or side roll, escape from underneath, hip lock escape, hip lock escape with cross face
- e. Pinning holds:—near wrist and half-nelson, hammerlock and half-nelson, crotch and half-nelson, outside crotch and near wristlock.

G. *Archery*

Skills and Techniques:—stringing the bow, basic stance and position, nocking, holding, drawing and aiming, loosing, novelty shots.

H. *Bowling*

Skills and Techniques:—grip, footwork, release, speed and rhythm, point of aim

Types of delivery:—straight, hook, back up

Types of shots:—strikes, spares, splits.

I. *Golf*

Skills and Techniques:—grip, stance, swing, wood shots, irons, putting, selection of clubs.

J. *Hiking and Campcraft*

1. Skills and Techniques

- a. Campcraft:—fire building and safety, outdoor cooking, menu planning, cooking kits and food packing
- b. Knotcraft:—rope whipping, reef knot, bowline, clove-hitch, use of knots, use of lashing ropes
- c. Direction-finding:—sun, watch, stars, compass.

2. Campsites and Equipment

- a. Types of camp:—resident family, dual and individual campsites and shelters
- b. Camp facilities and resources, public lands and parks.

3. Camping Activities

- a. Campfire activities:—stories, skits, songs, games
- b. Other: canoeing, swimming, casting, fishing, archery, hiking, ice fishing
- c. Nature study: birds, leaves, rocks, insects, trees, animals, fish.

K. *Horseshoes*

Skills and Techniques:—grip, turns, stance, step and swing, release.

L. *Personal Defence*

Judo, ju-jitsu, boxing

Note: These sports should be offered only by teachers skilled in the activity and where facilities and equipment ensure the safety of the students participating.

M. *Skiing*

Skills and Techniques

- a. On the level:—gliding, steps, skating, step turn, kick turn
- b. Climbing:—side step, herring bone, traverse
- c. Downhill:—straight turn, traverse stopping, side slipping, other turns.

N. *Table Tennis*

Skills and Techniques

- a. Basic stance, grip, service, spins
- b. Defensive strokes:—the half-volley, the chop
- c. Offensive strokes:—the drive, the drop shot
- d. Doubles systems of play.

O. *Tennis*

Skills and Techniques

Grip, stance, footwork, forehand and backhand drives, service, lob, volley, half-volley, smash, doubles systems of play.

IV. RHYTHMICS AND DANCE (Core)

A. *Dance*

1. Folk dance:—basic steps, fundamental and derived
2. Square dance:—patter and singing calls, single and double visiting couple, accumulative figures
3. Social and ballroom dance:—basic steps in waltz, foxtrot, tango, rumba, samba, current dance steps, dance patterns
4. Creative or modern dance
 - a. Moving in and through space:—locomotor and axial movement, space design, group design, floor pattern, qualities of movement
 - b. Dance techniques:—creative activities, improvisations, abstracts, response to stimuli
 - c. Composition principles:—units, variety, repetition, contrast, balance, harmony
5. Tap dance:—basic steps, combinations, routines
6. Ballet.

V. TUMBLING AND GYMNASTICS (Core)

A. *Tumbling*

Forward roll, backward roll, shoulder roll, dive roll, three-man shuffle, double roll, jump through, nip up, chest roll, fish flop, head spring, neck spring, hand spring, bent and straight arm, round-off cartwheel.

Trampoline

- a. Rebounding form—basic form, tuck, pike, jackknife
- b. Drops—check drop, knee, hand and knee, seat, front and back
- c. Advanced stunts—somersaults, twists, dives and back over.

B. *Free Exercise*

C. *Balances*

Squat, hand and head, forearm, snapdown.

D. *Double Balances*

Foot to hand, thigh stand, knee stand, walk-up shoulder mount, low arm to arm, assisted somersault.

E. *Pyramid Building*

F. *Horizontal Bar* (boys)

Chins, skin-the-cat, monkey hangs, belly grind, front hip circle, short underswing and dismount, low underswing with half turns at end, single knee, dismount, single knee mount from swing, single knee circle backward, double knee circle forward, single knee circle forward.

G. *Vaulting Box*

1. Sideways:—squat vault mount, jump off forward (with pike), straddle vault, squat vault, side or flat vault, front vault, stoop vault, dive over box with forward roll, neckspring, headspring, hand-spring
2. Lengthways (boys): squat vault mount, kneeling vault, straddle vault mount, side vault, scissors vault with half turn, forward roll, neckspring, headspring, handspring.

H. *Parallel Bars* (boys)

1. Mounts:—single leg cut on, double leg cut on, lazy man kip, inverted hang to straddle
2. Dismounts:—single leg cut off, double leg cut off, front dismount to side, rear dismount to side
3. Stunts:—jump to cross rest position, jump to cross upper hang, swing from shoulders, stationary and swinging dips, hand walk forward, crab walk on bars, straddle progression, swing through and sit, forward roll to straddle, forward roll, shoulder balance, roll forward from shoulder, roll backward from straddle, kick upstart, front up rise, back up rise, upper arm kip, handstand.

I. *Uneven Parallels* (girls)

1. Mount:—front support mount, back pull over, hang to straddle, pike or swing legs over, knee circle mount
2. Dismount:—handstand $\frac{1}{4}$ turn, underswing high bar, straddle sole-circle
3. Movements on the Bars:—
 - a. Hanging and swinging—underswing high bar $\frac{1}{4}$ turn, skin-the-cat cartwheel, cast off high bar
 - b. Circling the bar—knee circle, hip circle, seat circle
 - c. From bar to bar—stem rise, single leg kick-over, eagle regrasp.

J. *Rings* (boys)

Chins or bent-arm hang, inverted hand, swing, basket, single leg cut, in-locate, dislocate.

K. *Balance Beam* (girls)

1. Mounts:—straddle over to sit, squat mount, fence vault
2. Dismounts:—pike jump, English hand balance, cartwheel
3. Locomotor movements:—runs, hops, jumps
4. Balances:—front scale, knee scale, lunge
5. Tumbling stunts—front roll, back roll.

VI. ACQUATICS (Core)

A. *Swimming*

1. Adjustment to the water, drownproof techniques
2. Strokes:—front crawl, back crawl, elementary back stroke, side stroke, breast stroke, hybrid strokes
3. Floating, treading water and sculling
4. Diving
5. Life saving (for advanced swimmers)
6. Water games.

B. *Synchronized Swimming*

1. Sculling:—flat scull, head first, feet first, circle propellor
2. Back entries:—back tuck somersault, back dolphin, kip, flying back dolphin
3. Forward entries:—front tuck somersault, front pike somersault, bent knee front, tuck somersault, porpoise
4. Ballet leg figures
5. Strokes
6. Floating:—back layout, tub, log roll, marlin, waterwheel, shark
7. Individual and group routines and patterns to music.

C. *Water Safety*

GRADE IX GUIDANCE

Introduction

The theme of this course is decision-making. This process involves the ability to effectively assess a situation in order to choose, from the alternatives, the most appropriate behavior.

Student understanding and use of decision-making skills should result in an increased ability to:

1. plan
2. assess one's own abilities, interests, values and personality
3. relate this assessment to vocational requirements
4. make good educational, vocational and personal decisions
5. apply the decision making model to any choice situation
6. take responsibility for his own educational, social and personal adjustment.

RECOMMENDED TEXTS AND REFERENCES:

Decision-Making—Zingle, Safran, Hohol

Curriculum Guide For Grade IX Guidance—Department of Education.

Course Content

Unit I DECISION-MAKING

- a. Levels of Awareness of the Need for Choice
 - i. No mention of choice
 - ii. Mention of a need to choose and possible alternatives
 - iii. Mention of a choice or steps to aid in making the choice
 - iv. Mention of a reason for choice
 - v. Mention of the relationship of immediate to intermediate or ultimate choice.
- b. Levels of Choices
 - i. Immediate
 - ii. Intermediate
 - iii. Long Range
- c. Decision-Making Pattern
 - i. Select goal
 - ii. Collect all pertinent information.
 - iii. Establish and examine alternatives and possible consequences.
 - iv. Select an alternative after weighing the risks against the values involved
 - v. After implementation of one's choice periodic reexamination should occur.

Decision-Making—Chapters 1 and 2

Unit II FACTORS INVOLVED IN VOCATIONAL DECISIONS

a. Academic Achievement

i. Evaluation Procedures

—Purposes

—Types

—Predictions

ii. Study Methods

iii. Study Schedules

iv. Relationship of achievement to decision-making.

Decision-Making—Chapters 3, 4, 5, and 6

b. Aptitudes and Abilities

i. Individual Differences

ii. Theories of Aptitudes

iii. General Ability

iv. Special Aptitudes

v. Special Abilities

vi. Relationship of aptitudes and abilities to academic achievement and vocations.

Decision-Making—Chapters 7 and 8

c. Interests

i. Nature and role of interests

ii. Development of interests

iii. Measurement of interests

—Expressed

—Manifested

—Inventoried

iv. Relationship of interests to aptitudes, abilities, academic achievement and vocations.

Decision-Making—Chapters 9 and 10

d. Values

i. Characteristics of Values

ii. Values and Risk-Taking

iii. Values and the Self-concept

iv. Relationship of values to academic achievement, aptitudes, abilities, interests and vocations.

Decision-Making—Chapters 11 and 12

- e. Studying an Occupation
 - i. Variety of occupations
 - ii. Relationship between education and job preparation
 - iii. Relationship between the knowledge of oneself and one's knowledge of occupations
 - iv. Types of occupational information required
 - v. Sources of occupational information
 - vi. The use of occupational information in decision-making.

Decision-Making—Chapters 13, 14, and 15

Unit III THE FUTURE

- a. Decision-Making Model
 - i. Review
 - ii. Application
 - iii. Case Studies.

Decision-Making—Chapters 16 and 17

GROUP A OPTIONS

(Cultural and Practical Arts)

AGRICULTURE

Objectives:

1. By providing a rich background of knowledge and information, to develop a better understanding and appreciation of agriculture and farm life, as well as a desirable attitude towards them, as related to:
 - (a) general contribution to our way of life and economy
 - (b) basic control factors involved
 - (c) general nature of procedures and practices involved
 - (d) an awareness of the associated problems and hazards, and the importance of conservation and safety precautions
 - (e) the need for improvement and maintenance of high standards
 - (f) enjoyment of the rural environment
2. To develop an understanding and appreciation of, as well as desirable attitudes towards, the role of youth in rural life—now and in the future—as related to:
 - (a) contributing towards, and maintaining, a satisfactory farm home
 - (b) working effectively in organized groups
 - (c) exercising constructive leadership, and recognizing and following worthy leadership
 - (d) maintaining desirable relationships with parents, teachers, and the community
 - (e) intelligently participating in worthy social and civic enterprises
3. To develop proficiency in fundamental agricultural skills and abilities as related to:
 - (a) acquiring, understanding and effectively using the vocabulary and mathematics of agriculture
 - (b) thinking rationally in the solution of agricultural problems
 - (c) learning how to find and interpret the results of agricultural research and thence applying them to practical work in agriculture
 - (d) learning how to do by doing
4. To develop strong vocational interests in agriculture, and to give aim and purpose to further occupational preparation, as related to:
 - (a) an awareness and appreciation of the numerous opportunities and possibilities in agriculture and related occupations and to determine the advisability of entering the field
 - (b) understanding and appreciating the need for further study and training and how to obtain it.

Course Content:

The course is organized to develop two main types of abilities on the part of the student: (1) broad understandings and overview of the leading areas of agriculture, (2) skills and managerial abilities or learning experiences provided for through the suggested subject matter content of the various units which have been organized as follows:

- Unit I Understanding and appreciating agriculture and some of the problems of rural youth—orientation
- Unit II Understanding the nature and behaviour of plants and animals and how they are used
- Unit III Selecting and organizing a program of practical work
- Unit IV Understanding the nature of climate and soil as factors influencing the growth of plants and animals
- Unit V Understanding how to grow plants indoors
- Unit VI Understanding generally the kinds of things to grow and how to grow them
- Unit VII Understanding how to select the most satisfactory growing and producing plants and animals:
 - A. Selecting Plants
 - B. Selecting Animals
- Unit VIII Understanding generally how some plants and animals are being produced
- Unit IX Understanding some of the problems and hazards of agricultural production and what can be done about them
- Unit X Appreciating and considering careers in agriculture and related occupations

ART

The OBJECTIVES of the program are:

1. the development of personal satisfaction for the student through his deepening realization that art is a creative and a communicative activity;
2. the development of the student's capacity to make critical and meaningful decisions in aesthetic matters;
3. the development by the student of insight into his environment;
4. the development of an awareness of the potential and limitations of various art processes, through direct experience with materials and techniques;
5. the development of a realization of the common features which all creative activities share.

The PROGRAM consists of a series of self-contained units of uniform length, each unit containing a sequence of experiences structured around one theme or area. The term "module" is applied to such a unit, and each module should last for approximately ten weeks. Four or five modules would constitute a full year's program for one class. Accordingly, if a student were to take a three-year program, he should be able to realize all of the major objectives.

Teachers are invited to make up their own combinations of modules, depending on their particular interests and on the facilities which are available to them, from a total of thirty modules. These are classified into fifteen Level 1 modules, which provide basic experiences in a variety of areas; and fifteen Level 2 modules, which have been left to the discretion of the teacher to develop according to his needs and inclinations. Level 2 modules should be based on the material covered in the appropriate Level 1 modules.

The fifteen Level 1 Modules are classified as follows:

- A. *Basic Experiences* modules, comprising *Drawing, Painting, Design, Communication Arts, Sculpture and 3-D Projects, and Group Design Projects.*

These modules provide the students with the basic techniques and skills of creative expression.

- B. *Expanded Experiences* modules, comprising *Textile Arts, Theatre Arts, Graphics, Plastics and Synthetic Media, Ceramics and Pottery, and Film as an Art Form.*

These experiences have in common the fact that extensive manipulation of media is called for if they are to be fully realized.

- C. *Indirect Experiences* modules, comprising *Environmental Studies, Talking about Art, and Crafts and Craftsmen.*

By introducing these modules, which are of a non-studio nature (i.e. they are made up of visual/verbal presentations and discussions and do not require that students *make* anything) recognition is given to the need to provide the student with a vocabulary and a background which will enable him to discuss art more intelligently.

Two examples of junior high art programs which might be developed by the teacher are outlined below. Program A exemplifies the type of approach which a teacher might take whose interests are general and who wishes to have students cover as many areas as possible in the course of their junior high school career.

PROGRAM A

Module	1	2	3	4
Grade 7	Design	Communication Arts	Ceramics	Talking About Art
Grade 8	Drawing	Textile Arts	Painting	Sculpture
Grade 9	Graphics	Film As An Art Form	Environmental Studies	Projects In Group Design

PROGRAM B

Program B represents the type of program which might be conducted by a teacher whose interests are in a few specialized areas, or who has not facilities for experiences in ceramics, photography, or similar subjects. The figure (2) designates a Level 2 module.

Module	1	2	3	4
Grade 7	Design	Sculpture	Drawing	Graphics
Grade 8	Drawing (2)	Design (2)	Environmental Studies	Communication Arts
Grade 9	Painting	Sculpture (2)	Theatre Arts	Painting (2)

IN SUMMARY

1. A year's program consists of four or five modules.
2. Modules are approximately 8 to 10 weeks duration.
3. A student can experience 12 to 15 modules in the 3 years of junior high school.
4. There are 30 modules to choose from consisting of fifteen Level I modules and fifteen Level 2 modules.
5. The modules are to be developed by the teacher(s).
6. Level 2 modules must be built on the concepts covered in Level 1.
7. All students in an Art class need not necessarily take the same module(s) at the same time.

BASIC LIST OF REFERENCES FOR THE CLASSROOM

Art Area	Title	Author	Publisher
DRAWING	<i>Creative Drawing— Point and Line Learning to Draw</i>	Roettger, E. and D. Klante Kaupelis, R.	Scarborough, Van Nostrand Reinhold New York, Watson- Cuptil
PAINTING	<i>Brush and Palette</i>	Sorgman, Mayo	Scarborough, Van Nostrand Reinhold
DESIGN	<i>Elements of Design Looking and Seeing (Series)</i>	Anderson, D. Rowland, Kurt	Toronto, Holt, Rinehart & Winston, 1961 Toronto, Ginn & Co., 1968
COMMUNICATION ARTS	<i>Lettering, A Guide for Teachers (Revised)</i>	Cataldo, J. W.	Edmonton, Moyer Vico, 1965
SCULPTURE & 3-D PROJECTS	<i>Sculpture and Ideas for School and Camp Programs</i>	Andrews, Michael	Englewood Cliffs, N.J., Prentice-Hall, 1965

GRAPHIC ARTS	<i>Creative Printmaking</i>	Andrews, Michael	Toronto, Prentice-Hall, 1964
PLASTICS AND OTHER SYNTHETIC MEDIA	<i>Plastics as an Art Form</i>	Newman, T.	New York, Chilton
CERAMICS AND POTTERY	<i>Ceramics, a Potter's Handbook</i>	Nelson, G.	Toronto, Holt, Rinehart & Winston, 1966
ENVIRONMENTAL STUDIES	<i>Art: An Approach (Workbook)</i>	Neice, R. C.	Dubuque, Iowa, Wm. C. Brown, 1963
TALKING ABOUT ART	<i>Art as Image and Idea</i>	Feldman, E. B.	Englewood Cliffs, N.J., Prentice-Hall, 1967.

DRAMA

PRELIMINARY STATEMENT

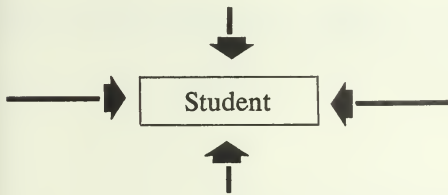
Dramatic activity involves the whole person — the development of the individual, through experience and expression of his creative self — in movement, mime, dance, improvisation or the scripted play.

All drama — and we use the term to include not only formal theatre but the study of improvisation, pantomime, film, television, media shows, dance, opera, radio plays, etc. — *can be creative* — if presented in such a way that the full resources of each individual are challenged.

The Secondary School Drama Curriculum from Grades VII to XII is predicated on the belief that drama must begin with development of the creative faculties of the student. From this base the course is built progressively in order to obtain for the student at the advanced level the broadest possible theatrical experience, for example, play production, critical viewing of theatre, film, television, film production, etc. Therefore, teachers should note that this program of studies differs from the previous one in that the program is not developed through five or six grades but through *three levels*.

Level 1

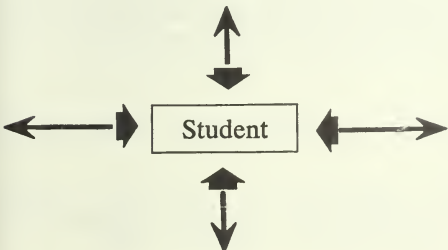
Initial — development of creative faculties



{ THE ARROWS INDICATE A FLOW of experiences provided by the teacher to develop personal resources and lay foundations for further creative exploration.

Level 2

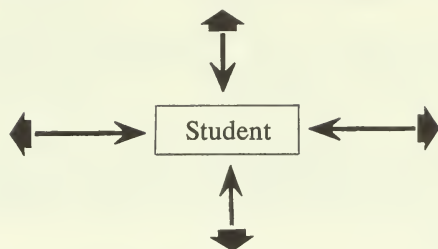
Intermediate — enrichment of creativity and a growing awareness of art form which may include the limited theatre experience.



{ The two-way process of student-teacher shared responsibility for further development and growing awareness of theatre form.

Level 3

Advanced — continuing development of creative faculties plus theatre experience.



{ The student should now be able to participate in advanced theatre form and utilize his inner resources to share a meaningful experience with an audience.

In the Junior High School and in Drama 10 it is expected that the Drama program will draw from the initial and intermediate levels.

INITIAL LEVEL

The uniqueness of each person is his individuality and in this — whether it be academic, technical, creative, or a combination of all three — he should not be compared with any other person. Drama is concerned with developing this uniqueness and helping each person to discover and to reach his own potential. A well-structured program which provides for creative experience on the part of the student, can develop within the student an awareness of the world, empathy with others, concentration, imagination, physical confidence, emotional control, expressive oral communication, self-discipline and tolerance. Drama has a unique contribution to make in the emotional and intuitive development of the student as the academic disciplines have in his intellectual development.

The objectives of the Initial Level are, therefore, *not* theatre oriented but concentrate on the development of the student's own resources.

Statement of Objectives

1. To develop concentration
2. To develop sensory distinction
3. To obtain freedom and control in physical movement
4. To develop imagination
5. To establish foundations for further exploration in creative experience
6. To develop an awareness of the world today through an understanding of today's media and the responsibility of media to society.

It is intended that some or all of the units be used, each being developed to a greater or lesser extent, to provide a variety of experience. However, it is possible for a teacher to emphasize *one* of the units and develop it over a period of a semester or year, as these units are based on the premise that teachers teach best what they know and what they feel most confident in.

Units

The activities for each of the following units are based upon the six parts of the Statement of Objectives.

Creative Speech — The dynamic and confident use of language, to communicate original and interpretive thoughts and ideas, the emphasis being on individuality rather than on the acquisition of technical skills.

Dramatic literature as a creative experience — The study of plays, radio scripts, television scripts, themes of films, etc., as a medium of communication of thoughts, feelings, ideas, *not as an academic analysis*; i.e., the play or film produced — the story told, the characters portrayed.

Media as a communicative art — A study through a variety of experiences of contemporary media (television, films, radio, newspapers, etc.) to develop an awareness and appreciation of the contribution of these changing forms in society.

Improvisational theatre — Improvisation means a situation, story, play without a script; such a situation, story, play can be told with or without words. The emphasis in this initial level is on movement improvisation rather than the extensive use of improvised dialogue, which is a more complex and advanced form of improvisation.

Linking drama with other creative arts — The intention of this unit is to offer the drama teacher a variety of approaches through utilization of aspects of other creative arts, thus emphasizing the strong interaction amongst all the arts.

Recommended Teacher Reference:

Way, Brian. *Development Through Drama*. Don Mills: Longman, 1967.

INTERMEDIATE LEVEL

Preliminary Statement

The Intermediate Level is an extension and further development of the objectives stated for the Initial Level. These objectives are:

1. To develop concentration
2. To develop sensory distinction
3. To obtain freedom and control in physical movement
4. To develop imagination
5. To establish foundations for further exploration in creative experience
6. To develop an awareness of the world today through an understanding of today's media and the responsibility of media to society.

At this level is added:

7. To channel individual creative resources into group activities and develop an awareness of dramatic form.

It is expected that the student at the Intermediate Level has had the benefit of a year or two at the Initial Level. Therefore, this program, or any part of it, will not be incorporated in Grades VII or VIII. It is also expected that the material covered in the Curriculum Guide to the Initial Level will be referred to regularly and used frequently at the Intermediate Level. It bears repeating that the total program presupposes that the dramatic experience is built on the very firm base of the student's development of his own resources. Therefore, at the teacher's discretion, a unit or units from the Initial Level may be adapted for use with "experienced" students, if the teacher believes that they are not properly prepared to benefit from the more sophisticated outlook of the Intermediate Level. It is also possible to use material from the Intermediate Level while continuing to use the individual-centred method of the Initial Level. Teachers should not commit students to the group-centred approach until the students are ready for it.

The material in the Intermediate Level is presented through the means of three major units, each of which involves a progressive series of group projects designed to stimulate interest in various aspects of theatre art. The emphasis throughout is on an improvisational approach with each unit involving, to a greater or lesser degree, elements of the five units introduced into the Initial Level Guide.

Again, it is hoped that the teacher will make use of all three units during the course, although this is not mandatory. There is a shift in emphasis from individual work to group work intended to develop the student's ability to communicate, first with the group, and then with an audience. It is desirable, therefore, that, during the course of this level, much more of the student's work be presented for the class; that through class discussion the strengths and weaknesses of the work done is analyzed; that some exercises will be developed to a more finished state for viewing by other classes or small assemblies; that, in short, opportunities for a closed (i.e. classmates, other classes, invited friends and parents) audience situation exist.

Outline of Units

Three areas of emphasis, which are interrelated, each incorporating the other two, are suggested. Since the Intermediate Level is a bridge between the

Initial Level and the Advanced Level, the projects included within each area indicate a progression in complexity and sophistication, culminating in limited theatre experience.

Improvisational Theatre: the devising and developing of improvised movement and speech plays (with form, structure, discipline implied). This does not exclude the use of source material from literature both as stimulus and as framework; likewise, media provides both stimulus and enrichment to the improvised play.

For example:

- planned, rehearsed improvisation of situations, scenes and short plays
- planned, rehearsed dance dramas
- use of light, sets, projected and other scenery etc. to stimulate and/or enhance improvisations and dance drama
- poetry (various kinds) to create a movement, sound and light collage.
- Descriptive prose (various kinds) linked with movement, sound, light, etc., to create a dramatic statement
- dramatisation of short stories
- play building from a theme, involving production as a culminating project of a short play for presentation in a closed situation.

Literature: the written and spoken work would be the core source material of this unit; *improvisation* would be incorporated as part of the process of developing an awareness of the art of theatre; *media* would act as enrichment.

For example:

- words, phrases, quotations as basis for collage of words, movement
- poetry (various kinds) in conjunction with sound, light and movement for enrichment
- improvised dramatisation on scenes from short stories
- original script writing, stimulated by or adapted from source material
- scenes, one act plays used as basis for improvisation
- use of improvisation as an approach to producing scenes and short plays
- improvisation of crowd scenes from plays, novels, etc.
- collage of poems, scenes, dramatisations, original writing to produce a short presentation as culminating project.

Media: The exploration of media (film, projections, light) to create a piece of art implies the use of improvised movement and speech; the concept of statements, and of documentary type plays provides opportunities for using source material.

For example:

- exploration of light, sound, for effect to enhance improvised movement and speech plays
- use of poetry, prose, scenes as a basis for experimentation with light, sound

- exploration into film: (1) as enhancement of improvisations
(2) as a creative art (N.B. *not* a study of Hollywood film techniques)
- exploration with video cameras using original scripted or improvised material
- use of puppets with original scripted or improvised material
- use of film, projectors, to enhance documentary drama
- short culminating project involving improvised dialogue, dance drama, original or source material (e.g. poems, scripts) as a basis for a collage of recorded sound, light, film, projected scenery as production enrichment.

MUSIC

Objectives of the Secondary School Music Program

To help the student:

1. increase his awareness of and sensitivity to music of his own and other cultures, past and present.
2. increase his ability to understand, evaluate and become articulate about music.
3. understand the ways and means of communicating through music.
4. increase his ability to communicate through music.
5. evaluate his own musical abilities.
6. be a part of and understand the creative experience.
7. become aware of the basic importance of music in his life and in the lives of men.
8. increase his self-confidence.
9. develop a philosophy of life by providing an acquaintance with musical works which convey universal truths.

The Secondary School Music Program

Grade VII, VIII and IX music courses are defined as Group A options in the Junior High School Handbook. The time allotment for these options ranges from 120 to 175 minutes per week.

The Senior High School music program may be organized under the following headings: Music 10, 20, 30 (choral music); Music 11, 21, 31 (instrumental music); Music 12 (general music).

Where staff, facilities and enrollment permit, the students should be given the opportunity to choose from among Choral Music, General Music, or Instrumental Music as a means of satisfying the music option at each grade level in the Junior High School. Where course offerings must be limited, the interests and strengths of the students and staff should determine which alternatives will be offered. All music courses, therefore, should include the basic core of conceptual learnings in music as part of the course content as indicated below. The teacher should endeavor to help each student progress at least one level of understanding in each musical concept each year.

Guidelines for credit values and sequences of courses at the High School level are found in the Senior High School Handbook.

At the Junior High School level instruction should be individualized so that the students would not be prohibited from taking any of these music courses because they had not elected music the previous year. This could be achieved by having all the first year band or orchestra students in the same class even though some may be in Grade VII and some in Grade VIII, or by giving separate evaluations to the Grade VIII students who had taken music in Grade VII and those students who had not taken music in Grade VII.

Planning a Program

An effective program will take into account the backgrounds, interests, strengths, and limitations of the students in that program. Each instructor must,

therefore, determine the present level of achievement of his students; the goal for which the students should strive; the means of accomplishing the objectives and of evaluating the success of the program.

The Scope and Sequence Chart of the Conceptual Learnings included here is not intended to be prescriptive. It is a "bird's-eye view" of the elements included in a secondary music program of studies and suggested sequence presentation. For the most satisfactory progress towards the long range objectives, a balanced program should be planned for each student. The balance that should be the concern of the teacher is the balance of conceptual learnings and not one of activities. For example, a high degree of rhythmic development (see chart) with a complete neglect of harmonic or historical understanding, would signify an unbalanced program. Yet if an understanding of all of the concepts can be developed through choral rehearsals, performance and discussions about choral music, additional activities will not be necessary. It is possible for the same understanding to be achieved in a strictly instrumental program. Usually some variety of activities is necessary to allow for individual differences within any class.

SCOPE AND SEQUENCE CHART

(summary only — details are included in Curriculum Guide to Secondary Music)

Elements of Music

- | | |
|------------|---|
| Rhythm | — six levels ranging from aural awareness of and response to phrasing, pulse, rhythm and accent to development of understandings of such concepts as syncopation. |
| Melody | — six levels ranging from aural awareness of pitch to an understanding of descants, rounds and canons. |
| Harmony | — six levels ranging from aural awareness of chord changes to an introduction to two- and three-part harmonization. |
| Form | — six levels ranging from aural awareness of phrase length and a feeling for cadence to such forms as sonata, fugue, etc. |
| Tempo | — six levels ranging from aural awareness and response to changes in tempo to visual awareness of the relationship of tempo to form. |
| Dynamics | — six levels ranging from aural awareness of loud and soft to ways of achieving and controlling dynamics. |
| Tone Color | — six levels ranging from aural awareness of difference in timbre to a knowledge of instrumental effects. |

Historical Perspectives

- | | |
|-----------------|--|
| Music Yesterday | — six levels ranging from singing as amplified speech in primitive times to 'avant garde' music. |
| Music Today | — six levels ranging from music in today's cultures and sub-cultures to concerns of professional musicians, etc. |

Related Areas

Science of Sound	— six levels ranging from aural awareness of how sounds are produced to consonance and dissonance in acoustics.
Compositional Techniques	— six levels ranging from awareness of relationship of inspiration to technique, to opportunity to write music from a given progression.
Musical Score	— six levels ranging from awareness of single line scores to full orchestral and vocal scores.
Aesthetic Consideration	— six levels ranging from awareness of three-way relationship among composer-performer and listener to an analysis of the concept of changing music styles.

In order to place this information on a chart, the statements have been summarized. These statements are explained fully in the Curriculum Guide for Secondary Music.

The Basic Core

To achieve the objectives of the music program three areas must be the concern of the teacher: the cognitive, the psychomotor and the affective. These three areas should not be separated but be considered simultaneously.

In the same way the cognitive, psychomotor and affective remain of equal concern, the various sections of the Scope and Sequence Chart of Conceptual Learnings should be considered and planned for concurrently. None of the areas should be neglected for any appreciable period of time.

The chart is divided into three sections: Elements of Music (rhythm, melody, harmony, form, tempo, dynamics, tone color); Historical Perspectives; and Related Areas (science of sound, compositional techniques, texture, and aesthetic considerations). For each element or area several levels of development are outlined which range from simple awareness to aural and visual understanding. These levels of development do not necessarily represent grades, but are to be used to develop a balanced spiral program throughout the secondary school. It should be noted again, the chart is not meant to be prescriptive, and above all, it should not be restrictive. Classes or students able to achieve at a higher level should be encouraged to do so, but only if all areas are progressing and expressive skills and positive attitudes developing. Performance groups will probably progress more rapidly in rhythm, melody, dynamics, etc., and General Music students in historical perspectives or compositional considerations.

At all times the teacher must be aware that music is more than the sum of its parts, and that one element can not satisfactorily be separated from the others. In spite of this, the distinctive attributes which make each musical element or area different from the others have been recognized and isolated in the chart.

The Secondary Choral Program

In addition to covering the basic core, the choral program should help the student:

1. develop tone control and avoid the misuse of his singing voice.
2. become acquainted with a varied repertoire of choral literature.
3. improve his breathing, diction and ability to sing parts.
4. improve his ability to read music.

Grades VII to X — General Music Program

Students choosing general music expect a varied and exciting musical experience that is different from the Choral program, and yet not a repeat of the elementary music program. The emphasis may be on creating music, performing music on instruments and singing, or any subject or skill area of interest to the students and teacher. This in no way relieves the class of the responsibility of including the basic core of musical understandings.

The Secondary Instrumental Program

In addition to covering the basic core, the instrumental program should help the student:

1. develop tone control and articulation skills necessary for performing in various styles.
2. become acquainted with a varied repertoire of instrumental music literature, both solo and ensemble.
3. develop personal character traits of leadership, poise, and dependability.
4. improve his ability to read music.

Recommended Textbooks

The following music texts are recommended for use commencing September, 1971:

Choral Music (Junior High)

Leonhard, Charles, et al. *Discovering Music Together*, Books 7 and 8. Follett, 1967.

Wilson, Harry, et al. *Growing With Music*, Books 7 and 8. Prentice-Hall, 1966.

Cowan, Don. *Search for a New Sound*, Basic Goals in Music, Book 8. McGraw-Hill, 1967.

General Music (Junior High and Music 12)

Landis, Beth, and Lara Hoggard. *Exploring Music*, the Senior Book. Holt, Rinehart and Winston, 1968.

INDUSTRIAL ARTS

SAFETY

EVERY INDUSTRIAL ARTS LABORATORY MUST HAVE AN EFFECTIVE SAFETY PROGRAM. THE TEACHER MUST BE VIGILANT TO PROVIDE ADEQUATE AND CONTINUOUS SUPERVISION SO THAT SAFE PRACTICES ARE FOLLOWED IN ALL LABORATORY ACTIVITIES.

Industrial arts is a subject area which introduces students, both boys and girls, through its content and activities, to all aspects of productive society.

Objectives

1. To provide exploratory experiences in various technologies prevalent in productive society.
2. To provide a synthesizing environment for students to apply their academic knowledge in the solution of practical problems.
3. To provide a supplementary guidance function by introducing the students to the multiplicity and interrelationship of educational and occupational opportunities.
4. To provide an environment which stimulates the individuals to discover and develop their interests and talents.
5. To develop attitudes of safety with a respect for safe working habits and practices in the use of tools, equipment and materials.
6. To develop attitudes of personal and social responsibility.
7. To have the students develop an organized conceptual frame of reference interrelating the knowledge of the various technologies prevalent in a productive society.

Fields of Study

Each industrial arts student must explore no fewer than three different units of approximately equal length during any one year and such units cannot be repeated.

- | | | |
|---|--------------|-----------------|
| 1. Power | 2. Materials | 3. Electronics |
| | a. Woods | a. Electricity |
| | b. Metals | b. Electronics- |
| | c. Plastics | Computer |
| | d. Earths | |
| 4. Graphics | | |
| a. Visual Communications | | |
| b. Graphic Communications | | |
| 5. Industrial Crafts (Choose one only.) | | |
| a. Leather | | |
| b. Lapidary | | |
| c. Art Metal | | |
| 6. Developmental Research | | |

Suggested Organization

1. Three-Year Program

Grade VII

Electricity

Plastics

Earths

Grade VIII

Visual Communications

Woods

Metals

Grade IX

Electronics

Power

Graphic Communications

2. Two-Year Program

First Year

Woods

Metals

Plastics

Earths

Second Year

Electricity-Electronics-Computer

Power

Visual Communications

Graphic Communications

(A Developmental Research and/or Craft unit may be used as a "floater" for enrichment.)

CONTENT

POWER MECHANICS

A. Power Sources

1. Direct Mechanical Converters
2. External Combustion Converters
3. Internal Combustion Converters
(heat engines)
4. Electrical Converters

B. Power Systems

1. Two-Stroke Cycle Engines
2. Four-Stroke Cycle Engines
3. Comparative Test Two-Stroke Cycle and Four-Stroke Cycle Engines
4. Electric Motors (Optional)

C. Transmission

1. Mechanical Systems
2. Pneumatic and/or 3. Hydraulic Systems
4. Fluidics Systems
5. Electrical Transmission Systems

D. Educational and Occupational Projections

1. Guidance Information

MATERIALS

The following major topics to be developed in the Material areas of: Woods, Metals, Plastics, Earths.

- A. The Material and Testing
 - 1. Development of Natural and Man-Made Materials
 - 2. Sources of Materials
 - 3. Identification of Materials
 - 4. Testing of Materials
- B. Measurement and Layout
- C. Shaping
 - 1. Cutting
 - 2. Shaping
 - 3. Molding
 - 4. Forming
 - 5. Casting
- D. Fabrication
 - 1. Mechanical
 - 2. Adhesion
 - 3. Cohesion
 - 4. Comparative Testing
- E. Finishing
 - 1. Natural
 - 2. Coatings
 - 3. Chemical
 - 4. Mechanical
 - 5. Heat
- F. Educational and Occupational Projections
 - 1. Guidance Information

ELECTRICITY

- A. Uses of Electricity
 - 1. Heating
 - 2. Lighting
 - 3. Electric Motors
- B. Safety
 - 1. Machines
 - 2. Clothing

C. Sources of Electricity

1. Friction
2. Generator
3. Crystal Cartridge
4. Solar Cell
5. Thermocouple
6. Batteries
7. Thermo-Electric Generator
8. Fuel Cells

D. Controlling Electrical Energy

1. The Circuit
2. Series Circuits
3. Parallel Circuits
4. Telephone Circuits
5. Telegraph Circuits
6. Teletype Circuits

E. Educational and Occupational Projections

1. Guidance Information

ELECTRONICS

A. Electronic Systems for Reception and Transmission

1. Superheterodyne Radio
2. Transmitters

B. Electronic Systems for Amplification

1. Phonograph System
2. Public Address System
3. Video System (Optional)

C. Electronic Systems for Calculators

1. Computer

D. Educational and Occupational Projections

1. Guidance Information

VISUAL COMMUNICATIONS

A. Graphics

1. History and Overview
2. Materials

- B. Light-Sensitive Materials
 - 1. Copying Processes
 - 2. Photographic Processes
 - 3. Film Processing
- C. Technical Design and Illustration
 - 1. Pictorial Representation
 - 2. Multi-View
 - 3. Drawing Interpretation
 - 4. Instrument Manipulation
 - 5. Composition
- D. Educational and Occupational Projections
 - 1. Guidance Information

GRAPHIC COMMUNICATIONS

Section A

- A. Graphics
 - 1. History and Overview
 - 2. Materials
- B. Offset Lithography
 - 1. Offset Reproduction
 - 2. Master Preparation
 - 3. Design
- C. Photo-Offset Process
 - 1. Photo-Offset Process
 - 2. Composition
 - 3. Process Camera Simulation
 - 4. Masking and Stripping
 - 5. Platemaking
 - 6. Reproduction
 - 7. Bindery
 - 8. Guidance
- D. Light Sensitive Materials
 - 1. Composition Through Paste Make-Up
 - 2. Positive Masters
 - 3. Reversal Film
 - 4. Orthochromatic Film

5. Line Color Separation
6. Projection Control in Enlarging
7. Half-Tones

- E. Educational and Occupational Projections
 1. Guidance Information

Section B — for use by schools that have not yet made the transition to offset equipment.

- A. Typography
 1. Printing Methods
 2. Materials—Manufacture
 3. Printing Process
- B. Rubber Stamp Process
 1. Rubber Stamp Production
- C. Show Card Printer
 1. Show Card Production
- D. Educational and Occupational Projections
 1. Guidance Information

INDUSTRIAL CRAFTS

The following major topics to be developed in the Industrial Craft areas of Leather, Lapidary and Art Metal.

- A. The Material and Testing
 1. Development
 2. Sources of Materials
 3. Identification
 4. Testing for Appropriate Use
- B. Measurement and Layout
- C. Shaping and Fabrication
 1. Cutting
 2. Shaping
 3. Molding
 4. Forming
 5. Casting

- D. Fabrication
 - 1. Mechanical
 - 2. Adhesion
 - 3. Cohesion
- E. Finishing
 - 1. Natural
 - 2. Coatings
 - 3. Chemical
 - 4. Mechanical
 - 5. Heat
- F. Educational and Occupational Projections
 - 1. Guidance Information

DEVELOPMENTAL RESEARCH

The unit on Developmental Research provides the industrial arts teacher with a block of time to develop new curriculum materials which are unique to industrial arts.

THE TEACHER MUST DEFINE THE CONTENT OF THIS UNIT AND GET THE APPROVAL OF THE PROVINCIAL SUPERVISOR OF INDUSTRIAL ARTS BEFORE INTRODUCING IT TO HIS STUDENTS.

HOME ECONOMICS

Objectives

1. To stimulate an interest in the study of homemaking.
2. To help pupils explore and evaluate their interest and abilities and develop skills in this field.

Course Content

The Junior High School Home Economics Program has been planned for three levels rather than for three grades since not all schools are able to offer three full years of home economics.

Recommended References:

- I *Foods and Home Management*—Dept. of Education, British Columbia
- II *Homemaking for Young Canadians*—Binny et al., J. M. Dent & Sons
- III *Homemakers of Tomorrow*—Toronto Home Economics Teachers, Longmans, Green & Co.
- IV *Your Home and You*—Greer and Gibbs, Macmillan Co.
- V *Junior Homemaking*—Jones and Burnham, Longmans, Green and Co.

These books are available at the School Book Branch.

I CONSTANTS

A. Food and Health

1. Level One

- a. Canada's Food Guide—food classes
- b. Importance of a good breakfast
- c. Basic cooking and housekeeping skills
- d. Planning, preparation and service of:
 - i breakfast
 - ii simple refreshment

2. Level Two

- a. Review of daily food needs with emphasis on:
 - i lunch or supper
 - ii minerals and vitamins
- b. Planning, preparation and service of school lunch or supper

3. Level Three

- a. Food requirements for a junior high school girl
- b. Review of Canada's Food Guide with emphasis on the need for protein, cellulose and water at this age level

- c. Food principles and their relations to body needs
- d. Introduction of calories
- e. Brief review of breakfast and lunch planning
- f. Planning, preparation, and service of dinner.

B. *Clothing*

1. Level One

- a. Basic skills required for hand sewing:
 - i hand hemming
 - ii overhanding
 - iii worked buttonhole
 - iv sewing on buttons and dome fasteners
- b. Use of sewing machine as required for making a simple project not requiring a commercial pattern, e.g., cotton apron

2. Level Two

- a. Basic skills required for hand sewing:
 - i slant hemming
 - ii slip stitch
 - iii catch
 - iv woven darn
- b. Machine skills—use of buttonholer
- c. Seam finishes as required on garment
- d. Use of a commercial pattern to make a blouse or duster with short straight sleeves and collar
- e. Weaves—plain, twill, satin

3. Level Three

- a. Selection and preparation of pattern and material
- b. One personal garment, using a commercial pattern, such as a simple cotton dress or jumper, or a skirt (firmly woven blends or cotton) with blouse, or pyjamas—cotton or rayon
- c. Basic weaves and finishes
- d. Seam finishes, hems, and zippers
- e. Use and care of the sewing machine.

II **ELECTIVES** — Level One — any four electives; Level Two — any four electives; Level Three—any three electives

A. *A Girl's Room*

1. Level Three

- a. A good bedroom plan
 - i storage space
 - ii furniture arrangement

- b. Care of bedroom—daily, weekly, seasonally
- c. How to make it attractive and pleasant.

B. *First Aid*

1. Level Two

- a. Treatment of accidents in and around the home.

C. *Home Care*

1. Level One

- a. General care of the home economics center
- b. Laundry for home economics center and care of school aprons

2. Level Two

- a. Housekeeping practices necessary for the maintenance of a clean orderly home
- b. Personal laundry
- c. Family wash
- d. Ironing and pressing
- e. Removal of common stains

3. Level Three

- a. Care of family possessions
- b. Help to make home clean, comfortable and well ordered.

D. *Home Care of the Sick*

1. Level Two

- a. Home care of the sick
- b. Preparation of a tray for a bed patient.

E. *Improving Personal Appearance*

1. Level One

- a. Meaning and importance of good grooming based on health practices for junior high school
- b. Good grooming.

F. *Learning to Look Your Best*

1. Level Two

- a. Development of daily and weekly grooming routine,
- b. Care of clothing
- c. Choosing lines and color for good appearance.

G. *You at Your Best*

1. Level Three

- a. Development of social graces in the home and in public places
- b. Health habits and grooming as a basis for vitality and an attractive appearance
- c. Care of clothing—daily, weekly, and seasonally.

H. *Learning to Care for Children*

1. Level Two

- a. Responsibility a junior high school girl may assume as a helper in caring for younger children.

I. *Home Related Arts and Crafts*

1. Level One

- a. Simple embroidery
- b. Development of awareness of good design

2. Level Two

- a. Basic knitting stitches—purl, plain
- b. Completion of one simple knitting project

3. Level Three

- a. Application of good design principles and creative ability to two craft projects:
 - i decorative stitchery
 - ii hemstitching
 - iii huck weaving
 - iv crochet
 - v knitting
 - vi smocking.

J. *Personal Relations*

1. Level One

- a. Personal and social development
- b. Simple entertaining
- c. Etiquette in classroom

2. Level Two

- a. Role of the junior high school girl in the home
- b. Behaviour in public
- c. Simple entertainment at lunch and tea

3. Level Three

- a. Family relations
- b. Contributing to family happiness.

K. *Safety and Good Management*

1. Level One

- a. Awareness of need for safety
- b. Safe work habits at home and at school

- c. Principles of good management
 - d. Good organization in work areas
- 2. Level Two
 - a. Continued attention given to safety
- 3. Level Three
 - a. Continued attention given to safety.
- L. *Time and Money Management*
 - 1. Level Three
 - a. Good management in spending time and money
 - b. Wise shopping principles
 - c. Care and repair of clothing.

HOME ECONOMICS (NEW)

Objectives

1. To stimulate an interest in the study of homemaking and explore possible careers related to Home Economics.
2. To help pupils explore and evaluate their interest and abilities and develop skills in this field.

Course Content

The Junior High School Home Economics Program has been planned for the three grades - VII, VIII and IX - with three levels in each of the following areas: Clothing and Textiles, Food Science, and Modern Living. In each grade one-third of the year should be spent on each of the areas.

Texts

Grade VII	<i>Home Economics 1</i> — Yvonne Brand, J. M. Dent & Sons
Grade VIII	<i>Home Economics 2</i> — Yvonne Brand, J. M. Dent & Sons
Grade IX	<i>Teen Horizons</i> — Lewis, Banks and Banks, Macmillan Co.

CLOTHING AND TEXTILES

Level One

Concept A —	<i>Significance of Clothing and Textiles to Individuals in Society</i>	
Subconcept —	Medium for perception, artistic expression and experience	
Topic Emphasis —	“What Shall I Wear?”	
	— Effect of line	
	— vertical	
	— horizontal	
	— diagonal	
	— curved	
	— straight	
Concept B —	<i>Nature of Clothing and Textiles</i>	
Subconcepts —	Textiles	— Garments
		— “Learning to Sew”
		— Selection, use and care of sewing equipment and sewing machines;
		simple project construction

- Topic Emphasis — “Exploring Textiles”
- Concept C — *Acquisition and Use of Clothing and Textiles*
- Subconcepts — Selection
 — Use and care
 — Responsibility of consumer
- Topic Emphasis — “Shopping Sense”
 — Standards for buying fabrics and garments
 — Source of information
 — Consumer courtesy

Level Two

- Concept A — *Significance of Clothing and Textiles to Individuals in Society*
- Subconcepts — Social and psychological aspects
 — Medium for perception, artistic expression and experience
 — Physiological aspects
- Topic Emphasis — “The Meaning of Your Clothes”
 — Role identification
 — communication of role
 — appropriate clothing for various roles
 — clothing problems related to employment
 — effect of appearance on job success
 — “first impressions”
 — The elements of design
- Concept B — *Nature of Clothing and Textiles*
- Subconcepts — Textiles — Garments
- Topic Emphasis — “King Cotton Goes Mod” or — “Sew Easy”
 “Cotton, Its Modern Self” — garment construction
- Concept C — *Acquisition and Use of Clothing and Textiles*
- Subconcepts — Selection
 — Use and care
 — Responsibility of consumer
- Topic Emphasis — “Shopping Sense”

Level Three

- Concept A — *Significance of Clothing and Textiles to Individuals in Society*
- Subconcepts — Social and psychological aspects

- Medium for perception, artistic expression and experience
- Physiological aspects
- Topic Emphasis — “Seeing Yourself As Others See You”
 - Principles of design
- Concept B — *Nature of Clothing and Textiles*
- Subconcepts — Textiles — Garments
- Topic Emphasis — “Wool Wonderland” — “So, Sew and Sew” or “Sew Till Success”
 - garment construction
- Concept C — *Acquisition and Use of Clothing and Textiles*
- Subconcepts — Selection
 - Use and care
 - Responsibility
- Topic Emphasis — “Wardrobe Wisdom”
 - Wardrobe planning
 - factors influencing wardrobe requirements
 - characteristics of a well-planned wardrobe
 - clothing inventory
 - planning basic garments
 - use of basic colour in planning
 - accessorizing
 - clothing decisions
 - clothing budget

FOOD SCIENCE

Note: Students, with the guidance of the teacher, should develop generalizations for each section.

Level One

- Concept A — *Significance of Food*
- Subconcept — As related to nutrition
- Topic Emphasis — Canada’s Food Guide
 - Nutrient needs of different members of the family as related to health and well being
- Concept B — *Nature of Food*
- Subconcepts — Chemical and physical properties of food — Factors effecting change in properties of food

- Topic Emphasis — Acceptance and rejection of food based on its sensory qualities — Food selection and preparation using a variety of methods
- Concept C — *Provision of Food*
- Subconcepts — Protective measures
— Management of resources
- Topic Emphasis — Safety and care of foods and equipment
— Principles of good management
— Proper table setting and service
— Social graces

Level Two

- Concept A — *Significance of Food*
- Subconcepts — As related to cultural and socio-economic influences
— As related to nutrition
- Topic Emphasis — To be aware of adequate nutrient combinations which fulfill individual needs
— meal planning
- Concept B — *Nature of Food*
- Subconcepts — Chemical and physical properties — Factors effecting change in properties of food
- Topic Emphasis — To be aware of individual preferences in flavour and odour of food combinations — To develop skill in identifying and differentiating various methods of food preparation through practice
- Concept C — *Provision of Food*
- Subconcepts — Production of food
— Consumer food practices
— Protective measures
- Topic Emphasis — To be aware of industry's influence on food products and their safety
— Importance of being a comparative shopper

Level Three

- Concept A — *Significance of Food*
- Subconcepts — As related to cultural and socio-economic influences — As related to nutrition

Topic Emphasis	— Factors influencing food, food choices and food habits	— To identify factors affecting varying nutrient needs of individuals
	— To be aware of career opportunities	
	— To understand the significance of food as a socializer	— Comparison of deficient and adequate diets
Concept B	— <i>Nature of Food</i>	
Subconcepts	— Chemical and physical properties of food	— Factors effecting change in properties of food
Topic Emphasis	— Influence of different colour and texture combinations of food	— Identification of some technological developments that bring changes in the nature of food and extend availability
Concept C	— <i>Provision of Food</i>	
Subconcepts	— Production	— Consumer practices
Topic Emphasis	— How the season affects supply, demand and cost	— Develop ability to calculate and compare food costs
Subconcepts	— Protective measures	— Management of resources
Topic Emphasis	— Safe handling of food, e.g., meat, vegetables	— Prepare nutritionally-adequate meals for low, average and high cost and establish a minimum cost diet for a family

MODERN LIVING

This course is divided into three sections: Human Development and the Family, Management, and Housing.

All areas are taught in Grades VII to XII with the exception of Housing, which is not taught in Grade VII nor Grade VIII.

At the completion of each section generalizations should be developed by the students guided by the teacher.

Human Development

Level One

Concept	— <i>Universality of Individuals and Families</i>
Subconcept	— Family in world perspective
	— function of society
	— function of family

- Topic Emphasis — Comparison of the function of the family in the past and the present
- Concept — *Uniqueness of Individuals and Families*
- Subconcepts — Variations in the family
— Individual potentialities
- Topic Emphasis — Uniqueness of individuals accounts for variations within a family in the same culture
— Recognition of the importance of knowing oneself — thoughts, abilities, feeling values
— The personal concept of oneself
- Concept — *Development and Socialization of the Individual*
- Subconcept — Patterns of development
- Topic Emphasis — Basic stages of development
— Major changes that occur in adolescence
— Growth is uneven and varies

Level Two

- Concept — *Universality of Individuals and Families*
- Subconcept — The family in the community
- Topic Emphasis — Services in the community
— Responsibility of people
— for opportunities
— for education, maintenance of physical and mental well being
— for recreation, for protection and for development of a philosophy of life
- Concept — *Uniqueness of Individuals and Families*
- Subconcept — Reciprocal contributions of members and the family
- Topic Emphasis — Contribution of family members
— Regulations for behaviour
— Need for economic and emotional support
— Commitment to the family
— duties
— status
— changing function of the family
- Concept — *Development and Socialization of the Individual*
- Subconcepts — Self-concept
— Self-respect
- Topic Emphasis — Meaning of terms and how people change
— Environmental factors
— Family and friends and their influence

Level Three

- Concept — *Uniqueness of Individuals and Families*
- Subconcept — Norms for behaviour
- Topic Emphasis — Definition of a “norm”
 - How norms develop. consider several
 - Norms for behaviour in North American culture
 - Compare with other cultures
 - Contrast norms and law
 - Recognition of the function of the family in regulating behaviour
- Concept — *Development and Socialization of the Individual*
- Subconcept — Socialization and dating
- Topic Emphasis — The meaning of socialization and the processes involved
 - How the environment influences
 - Favourable and unfavourable conditions affecting the young child, the adolescent, the adult
 - Recognition that dating is a developmental process
 - comparison of needs and relationships as fulfillment for self
 - How inter-personal skills develop
 - Development of personal standards
 - Importance of adequate problem solving in dating relationships

Management

Level One

- Concept — *Managerial Processes*
- Subconcept — Organization of activities
- Topic Emphasis — Need to arrange heights of working surfaces to meet needs of students
 - Management for efficiency in the Home Economics room
- Concept — *Effective Elements in Management*
- Subconcepts — Resources and their utilization
 - Values, goals, standards
- Topic Emphasis — Availability and or scarcity of resources affect choice
 - Meaning of values, goals, standards
 - Effect on meeting needs or causing risks
 - Organization for activities in the Home Economics room
 - Value of routine procedures and co-ordinating activities in school and home

Level Two

- Concept — *Managerial Processes*
- Subconcept — Organization of activities
- Topic Emphasis — The meaning of management
— Responsibility of the whole family for good management
— Home management
— Management in action
- Concept — *Effective Elements in Management*
- Subconcepts — Resources and their utilization
— Values, goals and standards
- Topic Emphasis — Meaning of goal, value resource and their relationship
— How to manage resources
— Management in action
— practical activities using correct techniques

Level Three

- Concept — *Managerial Processes*
- Subconcept — Decision making
- Topic Emphasis — Relationship between planning and implementation of a plan may require new decisions, substitutions, new learnings
— Management in action
— in school and home
- Concept — *Effective Elements in Management*
- Subconcepts — Resources and their utilization — Values, goals and standards
- Topic Emphasis — Human and non-human resources — Analyze relationship between values, goals and standards
— Resources are shared — Differentiate between needs and wants
— May have alternate uses — Compare standards of individuals
— Compare flexible and inflexible standards

Housing

Level Three (Note: Housing is not taught in Grades VII and VIII.)

- Concept — *Influence of Housing on People*

- Subconcepts — Psychological and physical
Social
- Topic Emphasis — The setting provided by the home for physical and emotional development
- Space organization, structural design and location affect housekeeping and activities
 - Storage facilities and their effect on family living
- Concept — *Factors Influencing the Form and Use of Housing*
- Subconcept — Human
- Topic Emphasis — The effect of housing in satisfying basic physiological, psychological and social needs
- Human factors which influence the form and use of housing and furnishings
 - individual needs, values, attitudes, abilities, skills and resources
- Concept — *Processes in Providing Housing*
- Subconcept — Designing
- Topic Emphasis — Meaning of design: The process of organizing the basic elements of line, form, shape, texture and colour
- Art principles

TYPEWRITING

Objectives for Typewriting

1. To develop the mastery of the letter keyboard
 - (a) Emphasis on touch typing techniques
 - (b) Emphasis on accuracy.
2. To acquire a working knowledge of machine parts.
3. To build typing speed through daily drill routine.
4. To develop the ability to type personal letters, personal notes, etc.
5. To develop the ability to figure tabulation problems and arrange type-written copies properly.
6. To develop the ability to read instructions carefully.
7. To develop the ability to make neat erasures and corrections.
8. To develop an understanding of rules regarding word division.
9. To develop good work habits, neatness and ability to follow a planned course of study.

Texts

Wright. *The Personal Touch*. The Ryerson Press, 1969.

Scott, Hamilton & Hertzfeld. *Modern Basic Typewriting*. Second edition. Pitman Publishing Co.

McConnell & Darnell. *Building Typing Skills*. Book 1. McGraw-Hill.

Scope

It is suggested that during the first year teachers use the content in a manner which will assist them in attaining the objectives listed above. During succeeding years, there should be continued emphasis on keyboard control and fundamental techniques. In addition, an understanding of the fine points of letter typing such as use and placement of titles, subject lines, enclosure notations, and the like in all production activities should be developed.

LANGUAGES OTHER THAN ENGLISH

Introductory Statement

A second language may be introduced at the Junior High School level on an elective basis, either as a Group A option or as a Group B option. When a language is offered as a Group B option, it should conform to the principles underlying this classification as outlined in the Junior-Senior High School Handbook. The implementation of a Group B option will vary from school to school dependent upon the human and material resources available.

However, when a second language is offered as a Group A option, every effort should be made to have the program integrated with programs of the Senior High School. An integrated language program is essential if students are to continue in a second language program.

In the Junior High Schools, one of the following alternatives should be considered for implementing a language program on a Group A option basis:

- a. Two years: (i) Grades 7 and 8
 (ii) Grades 8 and 9
 (iii) Grades 7 and 9
- b. Three years: Grades 7, 8 and 9.

While it is unrealistic to hold that all students will become equally proficient in the use of the new language they are learning, longer sequences of language study should enable students to use the language with greater facility than if they had studied it for shorter periods of time. Students who have previously studied another language while in the Junior High School, should be placed in an appropriate language course upon entering the Senior High School.

In order to help teachers and administrators implement integrated language programs, Curriculum Guides have been prepared for French, German and Ukrainian. These guides suggest language content and expected linguistic behavior for each of three different levels of language proficiency.

Beginning in 1975, language content and expected linguistic behavior will be included in the Program of Studies for each of three levels of language development. For 1974-75 the content suggested for each course reflects a continued "chapter" or "unit" approach, but it should be emphasized that these suggestions are intended as average coverage only. Some students in some classes will do more, some less, depending upon many factors related to language learning.

SEQUENTIAL PROGRAMS

Objectives

The long range goals in the study of modern languages other than English are effective communication and cultural understanding. The specific goals are:

1. To understand the language when spoken at normal speed on a subject within the range of a student's experience.
2. To speak well enough to communicate with a native speaker on a subject within the range of the student's experience.
3. To write, using authentic patterns of the language.
4. To read with direct understanding, without recourse to English translation, material on a general subject.
5. To understand linguistic concepts, such as the nature of language and how it functions through its structural system.
6. To understand, through the language, the contemporary values and behavior patterns of the people whose language is being studied.
7. To acquire an understanding of the significant relationships between the features of the area or country (geographic, economic, political, historical) and the language itself.
8. To develop an understanding of the literary and cultural heritage of the people whose language is studied.¹

¹Adapted from *Guidelines for NDEA Title III*, issued by the U. S. Department of Health, Education and Welfare, Bureau of Educational Assistance Programs, January 1965.

RECOMMENDED INSTRUCTIONAL MATERIALS

French

A-LM Level One (Revised Edition)	Units 1 - 9
Ecouter et Parler (Revised Edition 1970)	Units 1 - 8
Voix et Images de France	Lessons 1 - 10

German

A-LM Level One (Second Edition)	Units 1 - 9
or	
Verstehen und Sprechen (1962)	Lessons 1 - 12

Ukrainian

Ukrainian by the Audio-Visual Method	Lessons 1 - 14
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Note: Additional linguistic content may be feasible for school systems which have implemented a three year sequence in a second language program. However, teachers are first encouraged to utilize supplementing resources for purposes of developing greater facility in the practical use of the language.

EVALUATION

Evaluation should be a continuous process by which attainment of objectives is assessed. Since the learning of a second language assumes a progression from simple to more complex behavior, the initial period of instruction should be primarily oral. Therefore, students will be expected to progress from the ability to demonstrate oral discrimination, through verbal and motor activities which demonstrate comprehension, to free conversation based on their range of experiences. Included in this progression is reproduction of modeled sounds, answers to direct short questions and comprehension of original utterances. Testing, then should be based on pronunciation and non-written expressions.

As reading and writing are added, they too will have to be tested and thus evaluation will become formalized. Although listening and comprehension will still be important, students will have to demonstrate control of written vocabulary, phonological elements and grammatical concepts. Teachers should attempt to balance testing techniques to include recognition, comprehension, recall and creative responses.

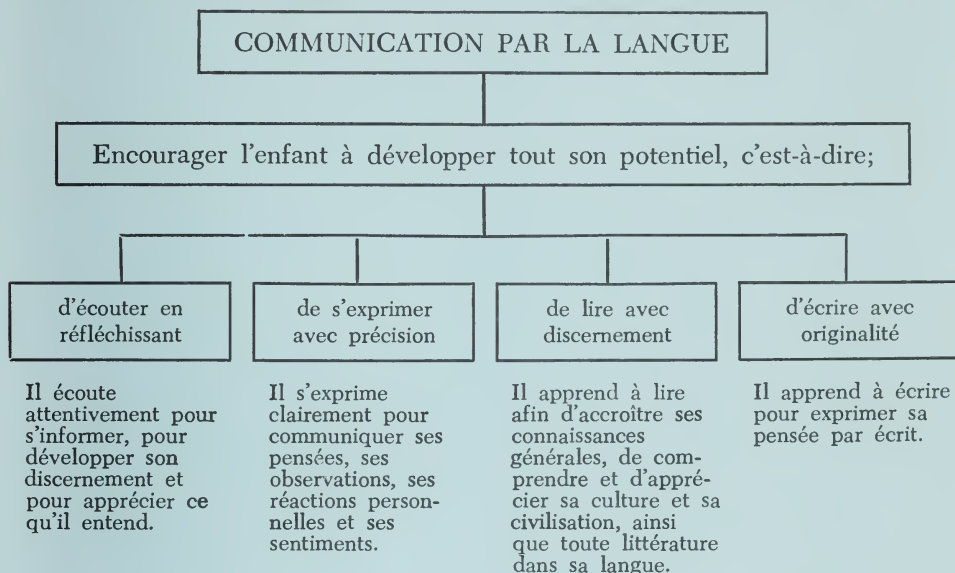
FRENCH AS THE LANGUAGE OF INSTRUCTION

LANGUE ET LITTÉRATURE

I. OBJECTIF GENERAL

Communiquer non seulement les pensées, mais encore les émotions de l'individu, telle est la fonction fondamentale de la langue. Pour communiquer pleinement, l'élève doit s'engager tout entier dans l'acte de communication en se sensibilisant à l'usage précis et nuancé de la langue. On stimulera son enthousiasme et son amour-propre pour qu'il exprime clairement et aisément ses expériences, ses idées et ses opinions personnelles.

Le tableau ci-dessous exprime sous forme schématique cet objectif général:



II. PLAN D'ETUDES

Le plan qui suit distingue les différentes habiletés linguistiques à maîtriser pendant les années d'école secondaire, de la septième à la douzième.

La compréhension et l'expression dépendent dans une large mesure de la capacité de l'élève de savoir écouter, parler, lire et écrire dans sa langue maternelle.

Savoir écouter est l'activité la plus importante puisque la langue, véhicule de communication, est d'abord orale; il faudra donc, avant même d'insister sur l'expression orale de l'élève, qu'il apprenne à écouter. Il ne s'agit pas ici d'une attention passive, mais d'une compréhension dynamique qui agisse sur son intelligence et le pousse à communiquer. Cet "écouter" n'est pas seulement "entendre", mais il est surtout compréhension. Il faut donc aider l'enfant à devenir un auditeur attentif capable d'interpréter le message reçu et de l'adapter à ses besoins. Ce premier pas facilitera son expression orale.

Savoir parler entraîne la nécessité de bien articuler, de choisir les structures et termes lexicaux propres à rendre l'idée que l'élève veut communiquer. C'est en parlant de ce qui l'intéresse que l'élève développe sa personnalité et s'épanouit en tant qu'individu.

Tout en s'efforçant de s'exprimer oralement, l'élève devra forcément mettre de l'ordre dans ses idées et ainsi sa pensée n'en deviendra que plus logique. Les discussions de groupes aideront à enrichir et ses idées et son expression. Le maître pourra y contribuer en prenant garde de ne pas nuire à la spontanéité et à la volubilité des élèves. Pour atteindre à une expression juste le maître, en partant du langage de l'élève, corrige, enrichit son langage pour arriver à une maîtrise raisonnable de la langue qui correspond à la maturité de l'adolescent. Afin d'augmenter ses connaissances, on encourage l'élève à lire.

Savoir lire dépend de l'application d'une technique généralement maîtrisée à l'école élémentaire; mais la maîtrise des mécanismes fondamentaux ne suffit pas. Il faut que l'élève en ait acquis le goût et même l'habitude. Savoir lire rapidement, savoir comprendre et interpréter d'une façon intelligente ce qu'il lit, deviendra pour l'élève un outil indispensable pour son propre développement. Les modèles qu'il aura lus permettront à l'élève d'améliorer sa manière d'écrire.

Savoir écrire dépend largement de la maîtrise des trois habiletés décrites plus haut. L'élève ayant précisé et enrichi ses idées et son expression par le travail oral devrait pouvoir passer de l'expression orale à l'expression écrite avec moins de difficultés. Et puisque la phrase forme la base de toute composition, on insistera davantage sur la construction de phrases intéressantes; le contenu ayant la priorité sur la forme. C'est surtout par l'observation qu'on développera chez l'élève le sens de la phrase bien construite. Ce n'est que lorsque celui-ci aura acquis cette connaissance presque automatique de la phrase qu'on l'analysera en groupes fonctionnels pour passer ensuite à la classification des mots.

III. LA MISE EN SITUATION

La mise en situation est un procédé par lequel on fournit à l'adolescent les moyens qui le motiveront à vouloir communiquer d'une façon frappante. Le point de départ peut être une situation d'apprentissage ou un thème.

A. SITUATIONS D'APPRENTISSAGE

1. Introduction.

Le choix judicieux de la situation d'apprentissage, inspiré par la vie et répondant à un besoin réel, suscitera l'intérêt de l'élève.

Les situations suggérées ici sont empruntées à la vie de tous les jours, celles de la famille, de l'école, du milieu de travail, des loisirs ou encore à la vie de l'esprit, de l'imagination ou à celle du monde des arts et des lettres. Elles sont présentées en partant de la langue parlée, spontanée, utilitaire pour arriver à la langue écrite, recherchée, littéraire.

Le plan suivant est avant tout un instrument de travail; il doit être adapté par le professeur aux besoins de sa classe.

2. Types de situations d'apprentissage.

a. Première série:

Situations de la vie courante à caractère pratique.

7ème année	8ème année	9ème année
LA CONVERSATION Conversation téléphonique —protocole du téléphone Dialogue familial. Exercices d'observation à partir de conversations enregistrées; de dialogues présentés à la radio, à la télévision, au théâtre.	LA CONVERSATION Entrevue —techniques de l'entrevue —présentation de soi-même et présentation d'autrui. Suggestions semblables à celles données pour la 7ème année mais au niveau d l'entrevue.	LA CONVERSATION Entrevue —l'art de questionner et de répondre correctement. Suggestions semblables à celles données pour la 7ème année mais au niveau de l'entrevue.
LA DISCUSSION La conférence —réunion où l'on traite un sujet en commun —échange ordonné d'idées relatives à un sujet.	LA DISCUSSION La table ronde —rôle d'animateur, de spécialiste, d'auditeur participant.	LA DISCUSSION Le débat —rôle de président, de simple participant —échange ordonné d'arguments et de vues contradictoires.
L'EXPOSE La démonstration —description d'un objet, du fonctionnement d'un appareil —explication d'un jeu.	L'EXPOSE Brève communication —transmission d'un message —expression claire d'un avis.	L'EXPOSE Causerie —expression plus détaillée d'une communication.
LE RAPPORT Le compte rendu —d'une lecture —d'un film —des travaux d'un comité —d'une visite Style descriptif	LE RAPPORT Le procès-verbal —de la réunion du conseil de classe Style narratif	LE RAPPORT Rapport proprement dit —d'une étude particulière —d'une expérience au laboratoire —d'une recherche en bibliothèque Style comportant des conclusions, des propositions
LE MESSAGE La lettre familière	LE MESSAGE La lettre d'intérêt personnel —offre de service —demande d'emploi —vœux —sympathie	LE MESSAGE La lettre d'affaire —demande de renseignements —bulletins de commande —annulation de la commande —accusé de réception
LA PUBLICITE Affiches, réclames, petites annonces	LA PUBLICITE Par le journal, le téléphone, la radio et la télévision, et les avis.	LA PUBLICITE Annonces publicitaires, slogans, faire-part, invitations. Jouer aux "journalistes" ne rédigeant des textes et en les communiquant à la classe.

Remarque: Dans toutes les situations mentionnées ci-dessus, la langue écrite fait suite à la langue parlée. La méthode suggérée est la suivante:

de l'idée au mot
 du mot à la phrase
 de la phrase au paragraphe
 du paragraphe au texte complet.

Procédé:

Constructions de phrases, —à partir d'un mot, à partir d'une idée. Compositions de paragraphes.

Procédé:

Etude plus recherchée de constructions de phrases; de compositions de paragraphes. Introduction de locutions de liaisons entre les phrases.

Procédé:

Prolongement du travail de 7ème et de 8ème années. Rédaction de textes complets à plusieurs paragraphes.

b. Deuxième série:

Situations que donnent l'occasion de participer à la vie culturelle.

- i. La nouvelle, le conte (short story)
- ii. La chanson contemporaine et folklorique
- iii. Le poème
- iv. Le film
- v. Le roman.

B. LES THEMES

1. Introduction.

Comme la situation d'apprentissage, le thème peut servir de point de départ à une période d'étude de la langue maternelle. Il donne lieu à des travaux collectifs: recherches de vocabulaire, préparations d'albums ou d'expositions, visites, analyses de textes, lectures de romans ou de nouvelles, auditions de pièces de théâtres, auditions ou préparations de récitals, de poèmes et de chansons, projections de films, débats, tables rondes, enquêtes, rapports, comptes rendus, etc. De plus, chaque élève a le loisir de retenir un aspect du thème qui le frappe particulièrement et de le traiter comme il lui convient.

Ci-après une liste des thèmes suggérés par des élèves: il est entendu que chaque professeur est libre de s'en inspirer ou d'en choisir d'autres qui répondront mieux aux intérêts de ses élèves.

Thèmes Suggérés

7ème année

1. Arts — dessin, peinture
2. Arts ménagers — cuisine, couture, crochet, tricot, bricolage, etc.
3. Carrières — infirmière, coiffeuse, garderie d'enfants, mécaniciens, etc.
4. Gymnastique, danse
5. Ecole
6. Famille
7. Science — nature, animaux, ferme, les oiseaux
8. Sports — hockey, ski, équitation, natation, etc.
9. Vêtements
10. Vie sociale — parties de plaisirs, comportement (garçons et filles) étiquette, problèmes d'adolescents
11. Voyage — camping, voyage au Canada, en France, à la lune.

8ème année

1. Arts ménagers — mode; couture, tricot, etc.; cuisine, ingrédients, mets, expliquer comment dresser la table et faire le service; nommer les appareils électriques; nommer l'ameublement
2. Etiquette
3. Communication — conversation, télévision, téléphone, lettres

4. Art — théâtre, drame
5. Sports — ski, natation, ballon volant, patin, danse, gymnastique
6. Histoire de la région.

9ème année

1. Arts ménagers — cuisine; service de table; faire des achats; mode; couture, crochet, broderie, bricolage.
2. Ameublement
3. Appareils électriques
4. Etiquette
5. Carrières — coiffeuse, garderie d'enfants, hôtesse de l'air, etc.
6. Sports — danse, ballon volant, équitation, ballon panier, natation, voile
7. Communication — lettre, téléphone, télévision, conversation (expressions courantes en récréation).

A Noter: Pour l'année scolaire 1971-72, on encourage les professeurs à adapter un programme qu'ils enseigneront en s'inspirant des principes exposés dans les pages précédentes. Le Comité est d'avis que le programme suggéré ici peut s'enseigner au moyen des textes maintenant en usage.

Afin de suggérer de références nouvelles mieux adaptées aux élèves du niveau junior high, tous les professeurs sont priés d'examiner et de considérer la liste des textes aux pages 12 et 13 du programme d'études des écoles secondaires (1970). Il ne faut pas néanmoins que les professeurs fussent acheter ces textes pour leurs classes jusqu'à ce que le comité puisse en évaluer avec eux la valeur pédagogique.

Textbooks for Mathematics Instruction in the French Language

Grade VII Mathematics

Cyr et al. *Mathématiques Contemporaine I*

Grade VIII Mathematics

Cyr et al. *Mathématiques Contemporaine II*

Grade IX Mathematics

Cyr et al. *Mathématiques Contemporaine III*

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